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ABSTRACT

Intended to encourage both migrant and non-migrant educators to explore the possibilities of adopting and/or adapting the cited programs or appropriate components into their own units, this volume updates the 1974 description of some of the many programs that have proven effective in serving migrant students. Chapter I summarizes seven programs approved by the Joint Dissemination Review Panel: California Migrant Teacher Assistant Corps, Project CHILD (Comprehensive Help for Individual Learning Differences), Early Prevention of School Failure Management Program, Individualized Bilingual Instruction, Migrant Student Record Transfer System, and Project NOMAD (Needs and Objectives for Migrant Advancement and Development). Chapter 2 outlines five projects selected by the Chapter 1 National Identification Program: Idaho Falls Migrant Program, Individualized Bilingual Instruction Interstate Training Project, Port Townsend Migrant Education Program, Positive Beginnings Program, and Prosser Portable Assisted Study Sequence Program (PASS). Chapter 3 presents exemplary national programs, interstate programs, statewide programs, local programs, and special services (mobile units, migrant centers, staff development programs, and the Oregon Masters Degree Program). Chapter 4 offers suggestions for citizens to become aware of and active in the struggle to improve the education of migrant students. (NEC)

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MODELS OF EFFECTIVE
MIGRANT EDUCATION
PROGRAMS

by

Gloria Mattera
Professor of Education, State University of New York and
Director, BOCES Geneseo Migrant Center
Geneseo, New York

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To Eric M. Steel, whose brilliant pen championed the rights of justice and humanity for all.

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THE MAN WITH THE HOE

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground
The emptiness of ages in his face
And on his back the burden of the world.
Who made him dead to rapture and despair,
A thing that grieves not and that never hopes
Stolid and stunned, a brother to the ox?
Who loosened and let down that brutal jaw?
Whose was the hand that slanted back this brow?
Whose breath blew out the light within his brain?

How will you ever straighten up this shape;
Touch it again with immortality;
Give back the upward looking and the light;
Rebuild in it the music and the dream;
Make right the immemorial infamies;
Perfidious wrongs, immedicable woe?

How will the future reckon with this man?
How answer his brute question in that hour
When whirlwinds of rebellion shake all shores?
How will it be with kingdoms and with kings -
With those who shaped him to the things he is -
when this dumb terror shall rise to judge the world,
After the silence of the centuries?

By
Edwin Markham

PREFACE

Who are today's representatives of Markham's "Man with the Hoe"? Are they the Shiite Moslems whose "whirlwind of rebellion" shook our shores with the hijacking of the TWA plane in Athens in the summer of 1985? Or, are they perhaps this nation's migrant farmworkers who travel to help harvest our crops?

The Shiites' fruitless struggle for a decent life led to their rebellion.[1] Is it possible that our farmworkers may take a similar route? For decades, their struggle, too, has been fruitless, even though their silent cry for justice has had such noteworthy advocates as John Steinbeck in his epic Grapes of Wrath and Edward R. Murrow in his landmark television documentary "Harvest of Shame."

Despite some gains resulting from such media coverage, migrant farmworkers still do not live and work with the dignity befitting the importance of their task. The future is thus not bright for the adults; but what about their children? Is there any hope for them? Will circumstances force them to continue in their parents' footsteps? Apparently not, if Congress has anything to say about it! Passage of a Migrant Amendment to the Elementary and Secondary Education ACT (ESEA) in 1966 enabled Congress to open doors for migrant children.

Models of Effective Migrant Education Programs presents examples of what the education community has been doing so that the children need not have the sole option of taking up the hoe, but rather, that they may more completely fulfill their own potential as human beings.

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[1] Robert W. Bermudes, The Hijack in Context: Shiite Frustrations Have Simmered Too Long, The Times-Union, July 30, 1985.

INTRODUCTION

One of the best-fed nations on earth, the United States of America, depends upon a silent band of people--the migrant farmworkers--to harvest its crops. Ironically, this group is among the poorest in the nation. Living and laboring under minimal conditions, farmworkers are excluded from legislation (such as the National Labor Relations Act) which benefits non-farm workers. Attesting to this is the report of the special 1978 Task Force Panel on Migrants for the President's Commission on Mental Health, which stated as follows:[2]

> It is the conclusion of Panel members that, despite the several billions of dollars that have been spent by the Federal Government over the past 15 years, American farmworkers and their families still live and work under conditions which are cruel and harsh by any standard: They are ill-housed, ill-clothed, undernourished, face enormous health hazards, are underpaid, underemployed, undereducated, socially isolated, politically powerless, excluded from much of the worker-protective legislation that other American workers take for granted, and are unable to compete in the labor market for higher wages that would permit them to resolve their own problems or ameliorate the bleak reality of their existence.

Where do the "billions" referred to by the Panel come from? Congress, awakened by reports such as Murrow's 1960 telecast "Harvest of Shame", recognized that the farmworkers' travels from state to state to harvest crops made them, in reality, constituents of the nation, rather than of local communities or states. Action from the federal level in the form of legislation was therefore necessary if some of the problems were to be addressed. Congress thus passed a series of laws that established categorical services for migrant farmworkers. These are as follows:

---

[2] The President's Commission on Mental Health, Task Panel Reports Submitted to the President's Commission on Mental Health, 1978, Vol. III, Appendix, p.6.

The Migrant Health Act of 1962

- provides "available, accessible and acceptable"[3] health care

The Economic Opportunity Act of 1964

- provides employment and training services (now under the Job Training Partnership Act (JTPA), Section 402, administered by the U.S. Department of Labor (USDOL))
- provides Head Start services administered by the Administration for Children, Youth and Families
- provides upper level education through the High School Equivalency (HEP) and College Assistance Migrant Program (CAMP) now under the Higher Education Act administered by the U.S. Education Department.

The Elementary and Secondary Education Act (ESEA), Migrant Amendment, 1966

- provides education services (now under Chapter 1 of the Educational Consolidation and Improvement Act (ECIA) of 1982)

Publicly funded categorical services are also available through:[4]

The Community Services Administration (CSA)

- provides food and nutrition services

---

[3] L. Johnston, Health for the Nation's Harvesters (Farmington Hills, MI: National Migrant Worker Council, Inc., 1985), p. 177.

[4] The President's Commission on Mental Health, p. 97.

ACTION

- provides VISTA volunteers to work with farmworkers and farmworker organizations

Legal Services Corporation

- funds special projects for migrant farmworkers

Congress also provided protective services for migrant farmworkers through legislation:

The Fair Labor Standards Act of 1938, as amended in 1966

- establishes minimum wages and child labor guidelines

The Wagner-Peyser Act of 1933, as amended

- establishes farm placement services through state employment offices

The Occupational Safety and Health Act of 1970 (OSHA)

- sets standards for farmworker housing, pesticide use, occupational safety and health

The Farm Labor Contractor Registration Act (FLCRA) of 1973, as amended in 1974 and 1983, and repealed and replaced by the Migrant and Seasonal Agricultural Worker Protection Act (AWPA) of 1983

- requires that crewleaders be registered, that they provide employment and related information in writing to the workers, and that employer records be kept for three years

- provides other protective measures

The Federal Environmental Pesticide Control Act of 1972

- regulates application of pesticides and other toxic substances and sets re-entry levels

In addition to benefitting from the categorical services and protective legislation listed above, farmworkers are also eligible for programs designed for the poor such as food stamps, Aid to Families with Dependent Children and Title XX Day Care.

As the President's Commission on Mental Health stated, however, the expenditure of billions under these programs has not resulted in the desired equality, humanity and justice for migrant farmworkers. Perhaps, as mechanization dwindles the number of farmworkers and as public awareness of their plight is heightened, many of the problems of communication, coordination, commitment and concern, and the workers' lack of power as a group can be resolved. In the meantime, however, there is at least one possible avenue of success--the education of migrant children.

Migrant Education

Migrancy creates unique problems for the children of migrant workers. Not only are they victims of the poor health and working conditions of their parents, they suffer also the additional burdens created by constant interruption of their learning. Many leave their home-base school in early spring, and thus are not able to complete the school year. They miss school enroute to the next harvest site, lose time getting placed (or misplaced) in the educational program of the next school, suffer the social and psychological effects of getting adjusted to a new, perhaps unfriendly environment with new classmates, teachers and curriculum. Then after their parents finish harvesting in that location, the children move again to the next school district where their parents can harvest another crop. This uprooting is continuous (depending upon the crops their parents pick and the number of moves they make from state to state) until their return to home-base in the fall--generally after school has started--thus creating an additional problem of missing the first month or so of school!

Inevitably, this constant interruption of learning, lack of continuity, absence from school during travel time, and often blatant discrimination by local communities and school personnel all contribute to migrant students falling behind about two years and getting disinterested in an educational system which cannot provide the needed continuous education. Moreover, they often perceive the need for providing income for family survival and thus drop out of school as soon as possible.

Concerned about helping all disadvantaged students, including migrants, Congress passed the 1965 Elementary and Secondary Education Act (ESEA). It was noted during the first year of the program, however, that local districts did not include migrant students in the ESEA programs, the rationale being that they were not "local" children. Congress' next move was to pass the Migrant Amendment to ESEA in 1966, with an initial outlay of $9,700,000 so that migrant student needs could be addressed. Allocations were made directly to the states, with no discretionary funds at the federal level to provide needed interstate coordination and consistency in programming.

These allocations had grown to $262,000,000 by 1985, and provided a variety of educational, health and other supportive services for eligible migrant students in 49 states, plus Puerto Rico and the District of Columbia. An eligible student is ...

> ...one who has moved across state or school district lines with a parent or guardian who is seeking temporary seasonal work in agriculture, fishing or related work, including food processing and the harvesting and cultivation of trees.[5]

How have these resources been spent? Migrant educators wisely realized that if migrant students were to be adequately served, the education program would have to get back to the basics of "starting with where the child is," i.e., finding out about their culture and lifestyle as well as their academic, physical, social and emotional needs. To assure such a focus, national goals were identified to serve as guidelines for program development at the local and state levels. Thus, while individual programs could vary as to approach, the nation as a whole could pursue goals that had been determined as essential for all migrant students. Such migrant education goals were designated as follows:[6]

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[5] Louisiana Department of Education, The Migrant Student Record Transfer System (MSRTS), Baton Rouge, LA: n.d., p.3.

[6] Dissemination Committee of the National Association of State Directors of Migrant Education, National Goals for Migrant Education, 1981.

1. Specifically designed curricular programs in academic disciplines based upon migrant children's assessed needs.

2. Success-oriented academic programs, career options and counseling activities, and vocational training that encourage migrant children's retention in school and contribute to success in later life.

3. Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.

4. Supportive services that foster physical and mental well-being, when necessary, for migrant children's successful participation in the basic instructional programs, including dental, mental, nutritional and psychological services.

5. Programs developed through interagency coordination at the federal, state, and local levels.

6. A component for meaningful migrant parent involvement in the education of their children, one in which cooperative efforts of parents and educators would be directed toward the improvement of the migrant children's academic and social skills.

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains.

8. A component to properly identify and enroll all eligible migrant children.

9. Preschool and kindergarten programs designed to meet migrant children's developmental needs, and prepare them for future success.

10. Development, evaluation, and dissemination of information designed to increase knowledge of program intent, intrastate and interstate program development, the contribution of migrants to the community, and the overall effect of the program.

11. Assurance that sequence and continuity will be an inherent part of the migrant child's total education program through the development of a system which facilitates the exchange of methods, concepts and materials, and the effective use of the MSRTS component for intra-interstate communications in the exchange of student records.

It is important to acknowledge projects that have been effective in helping to achieve these goals. This publication attempts to do so, utilizing material from three sources: (1) Joint Dissemination Review Panel (JDRP) Approved Programs, (2) the Chapter 1 National Identification Program, and (3) Exemplary Programs for Migrant Children, a work published in 1974 by ERIC/CRESS. The decision to limit citations to these three sources is not meant to exclude other effective programs, but neither time nor space would permit inclusion of all programs that merit recognition. Those migrant educators desirous of having their programs receive recognition may wish to submit them for JDRP or Chapter 1 review enabling them to share on as broad a scope as possible the prestige redounding to the many programs that have proven effective in serving migrant students.

The purpose expressed by the ERIC/CRESS Advisory Board in commissioning this work, which updates the 1974 publication, is to encourage both migrant and non-migrant educators to explore the possibilities of adopting and/or adapting the cited programs or appropriate components into their own units. Thus, students, no matter what their origins--whether rural, urban, or suburban--can have a better opportunity of becoming all they are capable of being.

CHAPTER 1 - JOINT DISSEMINATION REVIEW PANEL (JDRP) APPROVED MIGRANT PROGRAMS

Established by the U.S. Office of Education in 1972,[7] the Joint Dissemination Review Panel (JDRP) became part of an effort to identify good programs that have been developed at the local level with federal funds and to disseminate throughout the country information concerning them. At that time, there was no vehicle for dissemination, so while hundreds of programs had been developed, few people actually knew about them. Today, projects developed with funds from any source (except proprietary ones) may achieve recognition by submitting evidence that significant and positive changes are taking place in the population being served, and that the project is replicable at other sites.

The JDRP panel consists of 22-30 members of the U.S. Department (USED) who analyze evaluation-based data for evidence of effectiveness of education programs. Representatives of projects seeking JDRP approval appear before a minimum (quorum) of 7 panel members and respond to such key questions as:[8]

1. What specific evidence of positive change has occurred?
2. Is the change attributable to the program or other causes?
3. Is the change statistically and educationally significant?
4. Has the evidence of change been gathered and interpreted correctly?
5. Can the program be replicated with comparable impact?

---

[7] Joint Dissemination Review Panel, Department of Education, Joint Dissemination Review Panel, Washington, DC, n.d.

[8] Marshall L. Schmitt and Seymour S. Rubak, How to Prepare for a Joint Dissemination Review Panel Meeting, (Washington, DC: U.S. Department of Education, (1983), p. 3.

Once JDRP approval has been received, projects are then eligible to compete for dissemination funds from various state and federal funding sources. The largest of these, the National Diffusion Network (NDN), was established within the USED so that schools across the nation could learn about successful programs. The NDN both distributes information about JDRP-approved projects and provides dissemination funds on a competitive basis to the projects.

In NDN's first year, 32 locally developed programs were approved by the JDRP, several of which were migrant education programs. Some of these continue to operate and are described in this chapter along with more recent JDRP-approved migrant education programs. These programs appearing in the official NDN publication, Educational Programs that Work: A Collection of Proven Exemplary Educational Programs and Practices, Eleventh Edition (1985), are included here as follows:

California Migrant Teacher Assistant Corps: California Mini-Corps

Project CHILD: Comprehensive Help for Individual Learning Differences

Early Prevention of School Failure Migrant Program

Individualized Bilingual Instruction

Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Education Records (CLOVER)

Project NOMAD: Needs and Objectives for Migrant Advancement and Development

Secondary Credit Exchange

Information presented about each program consists of a brief background sketch followed by a description of available student, parent, and staff services; suggestions for implementation; and the name of a contact person.

Each of these JDRP-approved projects provides awareness, training, other services to interested school districts and organizations. Costs for awareness and training may be shared by the project (if it is NDN-funded), the state facilitator project, the interested local school district, or some combination of these.[9]

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[9] So...You Want To Know More about the NDN (n.d.), p.3.

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: CALIFORNIA MINI-CORPS - recruits and trains children of migrant farmworkers, so they may serve as teaching assistants and, upon completion of their training, as teachers in classrooms that have migrant children.

JDRP VALIDATION: No. 18-196 (11/17/78)[10]

Background

Following passage of the 1966 Migrant Amendment to ESEA, the California State Education Department (SED) established the "California Plan for the Education of Migrant Children." Its initial goal was to provide a summer program in 1967 during the busiest harvest season. The newness of working categorically with the children led planners to become concerned about the teachers and whether or not they would really understand and accept the children. These planners decided that people who knew about migrant life firsthand should be in the classrooms. With cooperation from the Butte County Superintendent of Schools Office, the SED's Bureau of Community Services and Migrant Education decided to recruit and train 14 teaching assistants with migrant backgrounds and place them in two school districts.[11]

The California Migrant Teacher Assistant Corps was thus established. Today there are a minimum of 18 Mini-Corps students per site each year at 16 colleges or universities. About 320 of them are placed in school-year programs in 84 California school districts, thus building a pool of bilingual teachers committed to working with migrant children. During summers alone, 25,000 migrant children in California are served by 225 to 250 Mini-Corps students. Approximately 75 Mini-Corps students graduate each year as credentialed teachers.

Additions have been made to the Mini-Corps program that expand the Mini-Corps concept. The California Outdoor Education Program for Migrant Children has Mini-Corp students help migrant children use the outdoors for attaining academic, social and recreational skills. The California Medi-Corps utilizes Medi-Corps students to provide direct health and welfare services to migrant children and families.[12]

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[10] Educational Programs That Work, 11th ed. (Longmont, CO: Sopris West Inc., 1985), p. N-1.

[11] California Mini-Corps (Sacramento, CA: California Mini-Corps, n.d.)

An intensive training program for all three Mini-Corp projects provides excellent background information and instructional strategies.

Program

Student Teachers

- must be former migrants or have practical knowledge of migrant lifestyle
- must have financial need-must be able to communicate in English, Spanish, Portuguese, Tagalog, or Punjabi
- must have teacher education as a goal and, if juniors or seniors, be enrolled in an Education Department of an accredited college/university
- must have 2.0 average if freshmen or sophomores, and 2.5 if juniors or seniors
- receive a stipend and room and board during preservice training
- receive in-service training on problems of rural migrant farmworker families, including information about community agencies and about methods/techniques for assisting teachers in classrooms with migrant children
- serve as teaching assistants in summer migrant schools or school year programs under the supervision of a master teacher
- are assigned to school districts based on their skills, which are matched to the needs of the school

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[12] California Mini-Corps School Year Program (Sacramento, CA: California Mini-Corps, n.d.)

Students

- therefore have teachers right in their classrooms who are sensitive to their problems and needs, and can relate to them and their families
- are motivated to go to school
- have role models in the Mini-Corps Teaching Assistants

Implementation Suggestions

- costs can be borne by Migrant Education, Chapter 1, or public/private agencies
- essential components include a consortium of teacher education institutions with bilingual/elementary/secondary emphasis, a program management agency (local, county, or state), and districts willing to supervise the Mini-Corps students
- administrative handbooks, recruitment aides, curriculum guides, student-training materials, and evaluation instruments have been developed and are available

Contact: Mr. Jesse Camacho, Director, California Mini-Corps, 510 Bercut Drive, Suite Q, Sacramento, CA 95814

PROJECT CHILD: COMPREHENSIVE HELP FOR INDIVIDUAL LEARNING DIFFERENCES - utilizes all possible resources to help meet educational, physical, social and emotional needs of migrant farmworker students and families.

JDRP VALIDATION: No. 23 (4/9/73)[13]

Background

Project CHILD's origins date to 1966, when migrant children were brought to the Geneseo State University College campus so that teachers in a Summer Workshop for Teachers of Migrant Children could learn how to relate to and educate migrant students by working directly with them and their families during a 12-hour summer school day.

As close relationships developed, family and child needs became evident. The project expanded to comprehensively serve the total family by providing health, social, recreational, and emotional help, as well as educational services. Project CHILD was thus born! At the time of validation in 1973, this project included a 12-hour day program for infants through adults (since non-workdays are often bleak in the migrant camps, adults were invited to spend those days at the program); an evening in-camp teenage and adult education program; a weekend recreation program; and dental and medical services.[14]

While implementation guides and training are still available for the summer school program, mechanization has made such an impact that the workers do not arrive until Labor Day for the potato harvest; the summer component is therefore no longer operational. A vital need identified by Project CHILD staff was services for migrant dropout youth. The main thrust of the project now is to coordinate a Section 143 Migrant Education Interstate and Intrastate Coordination Program for migrant dropout youth in 13 states across the nation.

The following describes Project CHILD services from 1973 through 1979. Awareness and training sessions continue to be provided because interested school districts seek to adapt or adopt Project Child components.

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[13] Educational Programs That Work, p. 1-4.

[14] Project Child (Geneseo, NY: BOCES Geneseo Migrant Center, n.d.)

Program

Students

Children's Demonstration School Members

- participate in a twelve-hour day program (scheduled to accommodate parents' workdays)
- receive three full meals per day plus two nutritious snacks
- participate in a totally career-oriented curriculum utilizing community enterprises and resource people
- have as aides in their classrooms parents, siblings, or relatives who serve as vital communication links between them and their teachers
- receive full health and dental care
- are assessed as to strengths and needs and participate in appropriate instructional activities

Evening In-Camp Program Participants

- receive English as a Second Language (ESL) and adult basic education (ABE) two evenings per week in their homes
- work with In-Camp teachers in exploring careers
- work on high school equivalency certificates

Weekend Program Children

- participate in such cultural and/or recreational activities as field trips to Corning Glass, Niagara Falls, and Rochester Museum of Arts and Science, plus baseball games and other sports

- enjoy the facilities of a college campus (this experience motivated at least one student to go on to college--Henry Lawrence, offensive tackle of the three-time Super Bowl winning L.A. Raiders!)

Migrant Educators/Advocates

- receive information about studies conducted to improve migrant students' education
- participate in workshops sensitizing them to migrant life and training them in utilizing creative methods and materials for teaching migrant students
- have access to an extensive collection of information about migrant concerns in education, health, labor, services, etc.

Migrant Families

- may participate in all program activities
- receive assistance with clothing and emergency needs
- participate in evening and weekend programs
- receive health and dental care

Implementation Suggestions

- program staff must focus on migrant family needs and find or develop resources to meet them
- various funding sources need to be tapped: i.e., Migrant Head Start for its child development component; Migrant Education for the summer day and seasonal teenage In-Camp program; Adult Basic Education and Literacy of America Volunteers for adult literacy and ESL instruction; Migrant Health Program or the state health department for dental and health services; Migrant Education and private resources for Weekend Program

- community groups such as Boy Scouts, Girl Scouts, 4-H, Red Cross, Rotary, college students, Lions, etc., may be contacted for resources or direct work with the students. (CHILD established the first Boy and Girl Scout Troops for migrant students.)[15]

- staff must be of high quality, flexible and committed to serve as teachers and advocates for migrant farmworkers

Contact: Dr. Gloria Mattera, Director, BOCES Geneseo Migrant Center, Holcomb 210-211, Geneseo, NY 14454

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[15] G. Mattera, "The Geneseo Migrant Center: The Migrants Come First," Synergist, Winter 1980, p. 31.

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (EPSFMP) - prevents school failure by identifying developmental level and learning styles of 4 to 6 year old migrant students and providing individualized instruction based on results.

JDRP VALIDATION: No. 77-116 (4/19/77)[16]

Background

In the late sixties, Luceille Werner visited many classrooms and saw young children discouraged because they could not readily participate in activities with their peers. They were not developmentally ready. Her dream became, she said, "that all children entering school would have successful learning experiences, feel good about themselves and become lifelong learners."[17] To help make her dream a reality, she established Early Prevention of School Failure (EPSF) in 1971 in southern Will County, Illinois. EPSF was validated in 1974. That same year, 10 migrant program sites in the state of Illinois, Ohio, Michigan, and Minnesota adopted EPSF for migrant children attending summer migrant programs.

These adoptions led Ms. Werner to submit EPSF to the JDRP for validation for use specifically with migrant students. JDRP approval was given in 1977. Since then, migrant programs across the nation have adopted it. One adoption site, the New Madrid, Missouri Positive Beginnings Program, was selected for the Chapter 1 National Identification Program and is described on pp. 45-46.

Program

Students, 4 to 6 Years Old

- are screened to identify their developmental levels in five modality areas: auditory, visual, language, fine motor, and gross motor
- have an educational activities plan developed especially for them by their teachers

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[16] Educational Program That Work, p. 1-5.

[17] Werner, "I Had a Dream...", The Success Story, Fall 1983, p. 1.

- have their skills listed on the EPSF Skills Checklist which has been correlated with the Early Childhood Skills of the Migrant Education Skills Information System (See Appendix A.)

- are evaluated as to their progress in modality instruction at the end of the year or summer

- work at home with their parents, who use Parent Activity Cards (available in Spanish and English) that provide over 340 activities parents can use to enforce modality instruction

Migrant Parents

- play a key role in their children's education by volunteering in the classroom and working at home with the children

Teachers

- learn to identify developmental needs
- learn to teach to student developmental levels
- learn to evaluate student growth in developmental areas
- learn to involve parents in their children's learning
- learn classroom management systems for organizing children so they may practice skills

Implementation Suggestions

- success hinges on implementation of six components:[18]

A. Screening by a professional team using:
Peabody Picture Vocabulary
Test Preschool Language
Scale

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[18] Early Prevention of School Failure (Peotone, IL: Early Prevention of School Failure, May 1984).

Developmental Test of
Visual-Motor Integration
House-Tree-Person or
Draw-A-Man Test
Revised Motor Activity
Scale

B. Conferencing, after screening, develops a student profile by identifying educational needs and learning style

C. Planning of educational activities to meet needs

D. Modality Instruction for children who have modality lags

E. Evaluation to determine amount of development

F. Parent Involvement to encourage involvement with their children's education at home and in school

- screening tests and parent training materials are available in Spanish, English, Cambodian, Laotian, and Vietnamese.

Contact: Mrs. Luceille Werner, Director, Early Prevention of School Failure Migrant Program, 114 North Second Street, Peotone, Illinois 60468

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI) - provides comprehensive instruction for teaching English oral language skills to students from preschool through grade 3.

JDRP VALIDATION: No. 48 (4/9/73)[19]

Background

IBI was started in 1971 as a migrant program entitled "Training Migrant Paraprofessionals," wherein migrant parents were trained to instruct their children, whose primary language was Spanish, in academic skills.[20] IBI now serves children in several states who are enrolled in bilingual and compensatory education programs and who may have a primary language other than Spanish.

Trained paraprofessionals provide instruction to small groups of children or to individuals.

An expansion of IBI, **The IBI/Interstate Training Project** was selected as a Chapter 1 National Identification Project and is described on pp. 39-41.

Program

Students

- receive initial assessment
- participate in individualized or small group instruction in English oral language, reading, math, handwriting, and cultural heritage
- are monitored daily as to their performance

Teachers/Aides

- receive training in classroom management, curriculum materials, and instructional strategies

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[19] Ibid.

[20] Individualized Bilingual Instruction (Pasco, WA: Individualized Bilingual Instruction, n.d.)

Implementation Suggestions

- personnel should include one teacher or aide for every 8 students, an on-site in-service trainer and a part-time teacher

Contact: Ms. Louise Gustafson, IBI Project Manager,
P.O. Box 2367, Pasco, WA 99302

MIGRANT STUDENT RECORD TRANSFER SYSTEMS (MSRTS)/A COMPUTER LINK OFFERING VARIABLE EDUCATION RECORDS (CLOVER) - utilizes a nationwide network of teletypewriter terminals connected with a central computer in Little Rock, Arkansas, that collects and stores health and education records on migrant children and transfers them on request to schools and education or health organizations that serve them.

JDRP VALIDATION: No. 19 (4/4/73)[21]

Background

Because migrant children traveled from school to school, often arriving or leaving without notice, it was virtually impossible to maintain cumulative records on them. This often discouraged teachers, hard pressed with the influx of so many migrant students at harvest time, from working with them. Thus, too often migrant students were placed in the back of the room with drawing materials until their parents' work in the harvest took them on to another school. "This," said Vidal R. Rivera, Jr., Chief of the U.S.O.E. Migrant Programs Branch from 1967-1983, "is why our kids are such good artists!"[22]

Evidence of discussion of this problem of migrant student records dates back to 1947 when the Federal Interagency Committee on Migrant Children [23] recommended that records be kept and sent to wherever the students attended school. However, money and expertise were lacking, so nothing happened. Migrant children continued to be placed in inappropriate grade levels, fall behind in their schoolwork, suffer from duplication or gaps of educational and health services and receive no credit toward graduation for their studies. These factors created a situation where at least 8 of 10 migrant students never completed high school.

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[21] Educational Program That Work, p. 1-3.

[22] Mattera and E. M. Steel, Exemplary Programs for Migrant Children (Las Cruces, NM: Educational Resources Information Center and Clearinghouse on Rural Education and Small Schools, June 1974), p. 12.

[23] Ibid.

Passage of the 1966 Migrant Amendment to the Elementary and Secondary Education Act (ESEA) made funds available to the states for the education of migrant students. State education agencies (SEAs) appointed directors for their migrant education programs, who, in turn, established a national conference so that the interstate needs of migrant education could be addressed. The priority of these directors, of course, was the need for cumulative records. In their 1968 conference,[24] the state directors established a Record Transfer Committee to design an appropriate student record transfer and maintenance transferral system. The result was a standardized form that schools filled out and children took to their next school. Inevitably, forms were lost and/or misplaced, so the transfer of information fell short of expectations.

The rising interest in the computer ultimately led the state directors to implement a computerized recordkeeping system. In 1969 each state agreed to set aside a portion of its migrant education allotment (which amounted to a total of $426,000) to be used by the Arkansas State Department of Education for development of a computerized record system. By the summer of 1970, the "Green Monster," as the record form was called because of its color, was completed and approved by 48 states!

During the first year of computerized operation (1972), 311,371 migrant students were enrolled. Today (1985) 49 states, Puerto Rico, and the District of Columbia collaborate with the MSRTS, resulting in an enrollment of more than 750,000.[25] Of the nation's 86,199 schools, 25,558--or roughly one-third--participate in the MSRTS. Notwithstanding this high number, there are many schools enrolling migrant students which are not in the MSRTS. In an effort to remedy this situation so that more students benefit from MSRTS, Project CLOVER was initiated as an NDN project. Its purpose is to identify schools which receive migrant students and assist them in adopting the MSRTS.

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[24] Project CLOVER: Computer Link Offering Variable Educational Records (Little Rock, AR: Migrant Student Record Transfer System, Arkansas Department of Education, n.d.), p. 1.

[25] Ibid.

The key element of the MSRTS is the transfer record from which has two parts: the education record and the health record. Over the years, both have been modified to keep up with technology and with the needs of migrant students. The education form (See Appendices B & C for details) includes the following sections: student identifying data, birth data, termination information, free lunch qualifier (FLQ), home base, parent data, current residence, last qualifying move (LQM), school history, education-health linkage (E-H Linkage), educational skills, secondary credit, minimum graduation requirements (MGR), class schedule from most recent reporting school, secondary credit reporting form, and supportive data.

An outstanding contribution to the effectiveness of the MSRTS educational record has been the tracing of each students' development on basic skills lists (involving oral language, reading, and math) from each childhood on. These sequential lists pinpoint where every student is in each area, so that as the student moves from school to school, teachers can pick up instruction where the previous teacher left off.

The Migrant Student Health Record includes student and parent data, recent health providers, a health problems list, patient history, family history, screening and labs data, immunization data and listing of health problems by type.[26] Health information is reported by diagnostic codes from the International Classification of Diseases and Procedure Codes from the Current Procedural Terminology Manual. Thus, communication between health providers and users is facilitated, and health data is uniformly reported.

In addition to revision of the form as needs are identified, the MSRTS works constantly to improve movement of student data. The most recent effort has been the installation of personal computers (PCs) in more than 200 sites across the country that have high concentrations of migrant students.[27] The PCs enable migrant administrators at all levels--national, state and local--to communicate directly with the main terminal and with each other about student information.

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[26] Letter received from J. K. Lunon, NDN Regional Supervisor, Migrant Student Record Transfer System, June 5, 1985, p. 2.

[27] Ibid.

Overseeing all activity is the MSRTS Committee of the National Association of State Directors of Migrant Education (NASDME), the coordinating arm of the system. It monitors, improves, and challenges the MSRTS to better serve students.

Program

Migrant Students

- can receive instruction at their skill levels as identified on the MSRTS Basic Skills Lists in reading, oral language, math and early childhood development
- have their progress recorded on the MSRTS Basic Skills List so that teachers in their next school know exactly at what levels they have been working
- have any critical health data brought to the attention of the new school within four hours of their enrollment
- are assured of privacy of information since only authorized recipients receive their records

Administrators, Educators, Health Personnel

- have in hand quickly decoded skills lists that provide specific information as to where students are on the learning continuum in reading, oral language, math, and early childhood development
- receive management data extracted and summarized by the MSRTS. Among the management reports available are
    - Periodic Validation Report (PEVR)
    - Terminal Operators Summary Report
    - Health Activity Report

Implementation Suggestions

- Any educational or health program that serves migrant students participate in the MSRTS. Project Clover will provide the information, training, and support essential to successful participation in the MSRTS.

Contact: Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System, Arch Ford Education Building, Capitol Mall, Little Rock, AR 72201

PROJECT NOMAD: NEEDS AND OBJECTIVES FOR MIGRANT ADVANCEMENT AND DEVELOPMENT - provides individualized instruction for migrant students through summer, year-round, and family unit programs.

JDRP VALIDATION: No. 21a (4/9/73)[28]

Background

Located in the heart of Michigan's fruitbelt, Van Buren Intermediate School District receives hundreds of migrant farmworkers during harvest time. In 1971 the District developed three special program components to accommodate migrant students' needs due to their constant uprooting: a Summer Educational Program to provide intensive educational and social experiences, a School Year Tutorial Program to operate in conjunction with local school programs so that student progress could be achieved through special attention to the students' linguistic and cultural differences, and the Family Unit Education Program to provide instruction in home economics, basic skills, community resources, citizenship responsibilities, group counseling, cultural experiences and preschool readiness via a mobile unit at the migrant camp.

Since validation in 1973, Project NOMAD has met further identified needs by adding the following components: a Health Program for daily health services and referrals, immunizations, and, during the school year, transportation of students to health services; a Career Awareness and Exploration Program that utilizes a 10-hour experiential learning and 5-hour field-related study in agricultural science, computers, secretarial/clerical, media and building trades, and a preschool program wherein all preschool children are tested during the first few days of the summer program, so that the program can then focus on their assessed developmental needs.[29]

Program

Students

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[28] Educational Programs That Work, p. 1-6.

[29] Van Buren's Intermediate School District's Project NOMAD: Educating the Forgotten Children (Lawrence, MI: Project NOMAD, Van Buren Intermediate School District, n.d.)

Summer Component Students

- attend school 8-4 daily
- receive prescribed instruction from certified teachers and aides (one is bilingual)

School Year Component Students

- receive intensive instruction in reading, language usage and math
- participate in cultural, arts, and self-developmental activities
- receive guidance in social behavior, adjustment to new school situations, and the advantages of education

Family Unit Component Students

- learn about practical skills essential to daily living
- find out about local services and community resources
- participate in recreational and enrichment activities
- receive encouragement to resume education (if they no longer attend school)
- participate in activities that increase social growth, self-concept, and group interaction skills

Preschool Component Students

- participate in learning activities appropriate to their needs in self care, social skills, gross and fine motor skills, language or communication skills, pre-reading, and pre-math

Career Awareness and Exploration Component Students

- receive exposure to various life roles by participating in activities that relate to occupations, leisure, family, and citizenship
- work at "hands on" experiences two afternoons per week at the Skills Center
- select three of the four areas to work on ag sci, computers, secretarial/clerical, media and building trades

Health Program Students

- receive breakfast, lunch, and mid-afternoon snack
- study nutrition and personal hygiene
- receive daily health services from the school nurses or from local services
- have all health information recorded on MSRTS for transfer to cooperating schools

Secondary Credit Exchange Component Students

- attend 7 week evening programs
- earn 1/2 credit for 70 hours of attendance and successful completion of objectives
- receive transportation and dinner
- have credit earned or clock hours and grades transferred to home-base school

Staff

- preschool staff receive intensive instruction
- receive a handbook to help them meet program objectives

Implementation Suggestions

- all staff (teachers, clerical staff, health personnel and administrators) must be committed to educating the migrant students
- sensitivity training on the needs of migrant students should be provided, along with training in diagnosing needs and prescribing the required activities
- space must be provided for individual and small group instruction

Contact: John H. Dominguez, Jr., Director, Van Buren Intermediate School District, 705 South Paw Paw Street, Lawrence, MI 49064

SECONDARY CREDIT EXCHANGE - enables secondary migrant students to earn credits for their home base courses by attending alternative classes while they are in another state or school district.

JDRP VALIDATION: No. 77-113 (4/17/77)[30]

Background

An important contributor to the high migrant student dropout rate has been education's inability to function as a "natural" system so that students such as migrants, who, in effect, have the nation as their school district, can earn enough credits to graduate. Migrant students who leave their home base school before the end of the school year may not return until well after the fall term has begun. Thus, they may receive no credit for their schoolwork in either the home base school or in schools in other districts or states that they travel to.

A teacher in Washington State, concerned about this problem with her migrant students, decided to find out what she needed to teach so that her students could get credit in Texas schools. Her communication with those schools led to the Secondary Credit Exchange, which began in 1970 with an enrollment of 65 students.[31]

Since that time, not only has the number of schools cooperating increased in Texas and Washington (at the time of validation in 1977, 491 students were enrolled), but other states have adopted or adapted their program as well.

In addition, migrant educators have expanded the concept by addressing all needs of secondary youth through the establishment of a Secondary Committee of the National Association of State Directors of Migrant Education (NASDME) (See Appendix D) and by conducting a National Policy Workshop for Migrant Secondary Students sponsored by the Education Commission of the States (ECS) Interstate Migrant Education Task Force. (See bibliography for reference to the reports of the Secondary Committee and Policy Workshop.)

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[30] Educational Programs That Work, p. I-7.

[31] E. Lynch, Motivating Migrant Secondary Students: "No One Can Stop You But Yourself", March 1980, p. 33. (ERIC Document Reproduction Service No. ED 186 177.)

Program

Students

- enroll in classes that teach the same subjects as their home schools
- attend the classes late afternoons, evenings, or weekends so they can work in the harvest
- receive individualized and small group instruction
- receive credit for completed classes which is recorded on official transcripts and sent to the home base school

Implementation Suggestions

Goals established by Washington and Texas provide an important framework:

Sender States

- identify students who will migrate interstate during the school year
- develop a collaborative arrangement between home and exchange schools regarding credits, validation, and transfer
- provide direct assistance to the exchange schools in the recruitment of migrant students and in the implementation of the alternative/continuation school program
- provide assistance in the evaluation of the program's effectiveness

Receiver States

- recruit secondary migrant students who have been attending high schools in other states or areas and who would not otherwise re-enroll in school
- re-enroll these students in alternative afternoon or evening classes
- correlate the students' high school schedule with that of their home base school
- transfer the students' completed high school credits to their home base school

Contact: Sharon Huck, Assistant Director, Migrant Education, Division of Instructional Programs, Office of Superintendent of Public Instruction, Old Capitol Building, Olympia, WA 98504

CHAPTER 2 - CHAPTER 1 NATIONAL IDENTIFICATION PROGRAM

On November 2, 1984, U.S. Secretary of Education T. H. Bell announced a program to identify Chapter 1 ECIA projects that were successfully meeting the needs of disadvantaged students. "Through the recognition program, we can provide Chapter 1 projects across the nation with an outstanding example of what this program can accomplish...and this new program will give national recognition to those individual projects that have been especially successful."[32]

Chief state school officers in 50 states, Puerto Rico, and the District of Columbia were invited to nominate and submit projects by January, 1985, so that they could be reviewed by panels of experts and selected projects announced in the spring.

In selecting the projects, reviewers used 13 program attributes and 4 achievement indicators.[33]

Attributes:

1. Clear project goals and objectives
2. Coordination with the regular school program/other special programs
3. Parent/community involvement
4. Professional development and training
5. Strong leadership
6. Appropriate instructional materials, methods and approaches
7. High expectations for student learning and and behavior
8. Positive school/classroom climate
9. Maximum use of academic learning time
10. Closely monitored student progress
11. Regular feedback and reinforcement
12. Excellence recognized and rewarded
13. Evaluation results used for project improvement

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[32] Robinson, News, U.S. Department of Education Release, November 2, 1984

[33] Initiative to Improve the Quality of Chapter 1 Projects (Washington, DC: U.S. Department of Education, p. 2, March 1985), Nomination Form.

Achievement Indicators

1. Formal measures of achievement
2. Informal measures of achievement
3. Other projects outcomes, e.g., attendance, affective measures
4. Sustained gains

Migrant Programs, as part of Chapter 1, were invited to participate. Five were selected: (1) Idaho Falls, Idaho, Migrant Education Project, (2) New Madrid, Missouri, Positive Beginnings Program, (3) Pasco, Washington, Individualized Bilingual Instruction (IBI) Interstate Training Project, (4) Port Townsend, Washington, Migrant Education Program, and (5) Prosser, Washington, Portable Assisted Study Sequence (PASS) Program.

Official announcement of these selected migrant education programs was made proudly by Dr. John F. Staehle, Acting Director, USED Compensatory Programs, at the 19th Annual National Migrant Education Conference in Atlanta, in May 1985.

The projects are presented in the same format as those approved by the JDRP described in Chapter 1. A brief background is followed by program services to students, parents, and/or staff; suggestions for implementation; and the name of a contact person for further information.

IDAHO FALLS MIGRANT PROGRAM - uses a year-round tutorial and 6 week summer program to help migrant students become successful in the regular classroom.

Background

Established in 1971 as a 6 week summer recreation program for pre-K to junior high migrant students, the Idaho Falls Migrant Education Program has evolved into one that focuses on those academic and cultural activities that best help migrant students become successful in the regular classroom.[34]

Constant assessment of student progress has enabled the program to best serve student needs. Originally tutors worked as teaching aides by translating classroom work. However, when assessment revealed slow student progress, it was decided to employ more highly qualified tutors, train them in the best ESL methods, and provide excellent materials for them so they could focus on developing ESL skills with the students.

Another key ingredient for success is the program's close cooperation with the regular school district personnel, e.g., the principal who assists with migrant student placement and the classroom teachers who work on a daily basis with the tutor via conferences, tutor logs, etc.

Program

Students

- learn about the program through a bilingual home/school counselor
- upon enrollment, have their educational needs evaluated by the Project Resource Teacher (PRT)
- are placed by the PRT and school principal into appropriate classrooms for special programs based on needs
- receive ESL during reading periods (30-60 minute pullout sessions) if lacking in English
- receive Chapter 1 reading or math if lacking in those areas

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[34] Chapter 1 Application for Idaho Falls Program (Idaho Falls, ID: Idaho Falls School District 91, December 17, 1984), p. 16.

- receive special migrant education services if there are other needs
- receive regular school services health vision, hearing screening, free lunch, career awareness, vocational education, driver education, counseling, sports
- have their progress monitored and receive assistance from staff, family, etc., with any problems
- may participate in a comprehensive summer program that features basic skills and computer instruction
- have career awareness activities (junior high students) involving visitation and study at 35-40 businesses
- may participate in the continuation evening school, if they have to labor during the day, to work on high school graduation requirements
- receive regular feedback on their progress and assistance with any problems
- participate in activities that help with building self-respect, self-understanding, and self-appreciation
- are motivated to move out of ESL to participate fully in regular classes
- may earn excellence awards, i.e., for 100% attendance, Honor Roll achievement, and recognition as "Student of the Year"
- have tutors who are their friends and advocates
- benefit from community contributions, such as glasses from Lions Clubs, eye surgery from the Knights Templar, and scholarships from Vo-Tech School and Boise State University

Migrant Tutors

- participate in inservice training focusing on ESL methods and materials

Parents

- receive help from bilingual home/school counselor in enrolling their children
- participate in teacher conferences and quarterly parent activities such as Back to School Night, the Christmas program, etc.
- are encouraged to participate in the education of their children

- share ideas or concerns with migrant education personnel

Implementation Suggestions

- the program focus--mainstreaming of migrant students into regular classrooms as soon as possible--requires strong regular/migrant program teacher cooperation in terms of communication, sharing of program services, and dedication to migrant students
- highly qualified tutors trained in ESL help assure success

Contact: Mr. Jerry Jacobson, Superintendent, Idaho Falls School District #91, 690 John Adams Parkway, Idaho Falls, ID 83401

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)/INTERSTATE TRAINING PROJECT - trains paraprofessionals to teach academic skills to migrants from preschool to grade three.

Background

Concerned that their children were missing school as they moved from state to state, repeating grades because they could not speak English, and having their learning interrupted as they moved from one learning sequence to another, migrant parents met with school personnel in the states of Washington and Texas to seek assistance. The result was a program, established in 1969, called "Training Migrant Paraprofessionals," wherein the parents (or whoever traveled with the children) were trained to teach the children.[35]

The program operated until 1980 at three sites: Connell and Moses Lake, Washington, and Grulla, Texas, with a mobile component wherein the trained paraprofessionals traveled with the children from Texas to Washington and back. By 1983, 10 Texas sites were involved. In 1985, the Texas Migrant Council expanded the program to 42 sites in Texas and the Washington migrant education program added 13 preschool centers in that state.

Professional staff, called trainers, supervise and train paraprofessionals who do the teaching. Academics are stressed--English skills through IBI, reading, and math. Careful monitoring led to a great deal of revision based on the children's progress. General teaching strategies were changed to specific ones in presenting particular concepts. All teaching was tied to a curriculum.

The impact on regular schools was significant in that regular school programs for kindergarten and early grades were revised in scope and sequence because the children were entering with many more academic and language skills.

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[35] Chapter 1 Application for Pasco School Program (Pasco, WA: Pasco School District No. 1, June 22, 1984).

Program

Students

- participate in a full day child care center if they are preschoolers
- participate in kindergarten for 1/2 day and IBI for 1/2 day, if they are kindergarteners
- participate in IBI after school or in pullout programs if they are first - third graders
- are tested for placement and take mastery tested for moving on
- receive daily instruction in English oral language, reading, math, handwriting, cultural heritages
- are monitored daily as to their performance
- work in small groups

Paraprofessionals

- receive sequenced, structured training in curriculum implementation, classroom management, positive reinforcement, child development levels, and curriculum materials
- observe demonstrations and then conduct two observed lessons
- serve as role models for students
- complete weekly reports giving end of week placement in every curricular area and mail to project evaluator, who provides feedback to trainers so that more training can be provided when students are not progressing
- receive GED training and/or college extension classes

Implementation Suggestions

- an interstate delivery system is assured by having a project administrator in each state
- the rest of the staff (curriculum and training materials developer and evaluator) spend part of year in each state
- a tracking system catches problems
- curriculum materials are available in Spanish and English
- opportunity is provided for true migrants to obtain year-round teaching jobs and

still be able to migrate with their families.
- the educational program is combined with an effective staff development model
- interagency cooperation works effectively

Contact: Ms. Louise Gustafson, IBI Project Manager,
P.O. Box 2367, Pasco, WA 99302

Mr. Rafael Guerra, IBI Administrator, Texas
and Mobile Project, 3600 North 23rd, Suite
101, McAllen, TX 78501

PORT TOWNSEND MIGRANT EDUCATION PROGRAM - provides a correspondence program for children of migrant fishermen.

Background

Concerned that their children were falling behind in school and/or being suspended for non-attendance, migrant fishing parents met with school officials and developed a correspondence program together.[36]

Program

Students

- are identified and their needs assessed at the beginning of the school year
- have an individualized instructional program developed by the Advisory Teacher who has met with each student's regular teacher to assess strengths and weaknesses
- meet with Advisory Teacher prior to departure to review expectations, coursework, etc.
- work daily, while they are on the seas, with their "Home Teacher" (parent or other person in the household responsible for their education)
- send work in every 2 - 3 weeks to the Advisory Teacher who corrects, comments upon, and returns work
- continue this communication with the Advisory Teacher until they return to school when the Advisory Teacher informs the school of grades, records, etc.
- receive tutorial services, if needed, from the migrant program upon return to school

Parents

- serve as teachers, mentors, counselors, disciplinarians, and test monitors
- work closely with the Advisory Teacher
- have a text, Helps for Home Teachers

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[36] Chapter 1 Application for port Townsend Migrant Education Program (Port Townsend, WA: Port Townsend School District #50, December 17, 1984), p.7.

Implementation Suggestions

- when possible, Port Townsend texts and materials are used
- curricular materials must meet individual needs, instruct to appropriate objectives, and provide for student learning with minimum contact

Contact: Mrs. Margaret Berry, Superintendent, Port Townsend School District #50, 1610 Blaine, Port Townsend, WA 98368

POSITIVE BEGINNINGS PROGRAM - prevents school failure through early identification and remediation of developmental learning deficiencies of children entering school.

Background

Concerned about migrant child failure in school, the New Madrid (Missouri) School District decided to adopt and adapt the Early Prevention of School Failure Program (See p. 18-20 for description) for its preschool children. The New Madrid program blends academic activities into the EPSF early childhood skills activities to further learning growth.[37]

Program

Students

- have needs assessed through preschool screening instruments
- are screened for health problems which may be detriments to learning
- participate in an instructional plan based on their academic needs
- begin development of pencil/paper skills, learning the alphabet, sight and sound recognition, classroom discipline, math, and social skills
- participate in a daily six-hour self-contained classroom
- receive immediate oral, physical, or written feedback
- develop a sense of humor
- are taught responsibility

Parents

- participate in parent conferences where they examine test results, objectives, and anecdotal records
- discuss child's needs profile
- help plan child's education activities
- may receive daily feedback on child's progress via "happy grams" plus discussion with teacher and assistant who also ride the buses

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[37] Chapter 1 Application for Positive Beginnings Program (New Madrid, MO: : New Madrid County R-I School District, December 19, 1984), p. 17.

- receive a preschool handbook that answers common parent questions

Teachers

- spend 60% of time on directed skill building
- attend summer workshop to learn about form updates and activities
- attend EPSF training sessions

Implementation Suggestions

- blending of academic skills into EPSF is essential to student gains
- staff training in program procedures, forms, and EPSF is necessary

Contact: Mr. Ray Melton, Superintendent, New Madrid County R-I School District, Box 56, New Madrid, MO 63869

PROSSER PORTABLE ASSISTED STUDY SEQUENCE (P.A.S.S.) PROGRAM - helps eligible migrant students make up credits needed for graduation and complete courses they might lose credit for because of their migrant lifestyle.

Background

In 1980, the Prosser (Washington) School District, in an effort to help migrant students complete high school requirements, decided to adopt the California P.A.S.S. program, which allows students to receive credits through correspondence courses from Parlier High School. California had initiated the project in an effort to reduce the devastatingly high dropout rate among migrant youth.[38]

Currently several states are implementing the P.A.S.S. program: Oregon, Arizona, Wisconsin, New York, and Arkansas. An Interstate P.A.S.S. Committee has been formed and meets to assist new states, share courses, and coordinate activities.[39]

Program

Students

- enrolled in public or alternative school programs and having credit deficiencies are identified by school personnel
- may enroll in P.A.S.S. any time during the year, including summer
- select a course they need work in (with help of contact person)
- work at their own pace, meeting periodically with the contact person for help, encouragement, and support
- take a test at the end of each of the five units in each course and mail it to the P.A.S.S. office for grading and comments
- receive a certificate of achievement if the course is completed successfully

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[38] Young Migrants Harvest Diplomas: Secondary School Dropout Prevention Program. (Sacramento, CA: State Department of Education, n.d.)

[39] Washington State P.A.S.S. Program (Prosser, WA: Prosser High School, Washington State Migrant Education, n.d.)

- have their course materials sent to the appropriate contact person upon moving to another school
- are closely monitored for progress toward graduation

Implementation Suggestions

- a local P.A.S.S. contact person assists the student with all phases (enrollment, counseling, application completion); administers course to student unit by unit; and tests each unit
- courses already prepared for P.A.S.S. may be modified for new states[40]

Contact: Dr. Lloyd Waite, Superintendent, Prosser Consolidated School District, P.O. Box 430, Prosser, WA 99350

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[40] P.A.S.S. Program Course Offerings, 1984-85. (Prosser, WA: Prosser High School, Washington State Migrant Education, n.d.)

CHAPTER 3 - UPDATE: EXEMPLARY PROGRAMS FOR MIGRANT CHILDREN

In 1974, the ERIC/CRESS Advisory Board decided it would be timely to commission a publication describing effective migrant education programs. At that time, Migrant Education had been in existence for 8 years. The Board believed that such a publication would lead to replication of the programs throughout the nation, thus benefitting may more migrant students.[41]

Contact with migrant educators across the nation revealed a variety of programs from national to local levels that had been developed to help meet the unique needs of migrant students. The authors of Exemplary Programs for Migrant Children decided to highlight this uniqueness in the book's format organized as follows.[42]

Exemplary National Programs
- Migrant Student Record Transfer System (MSRTS)
- High School Equivalency Program (HEP)

Exemplary Interstate Programs
- Texas Child Migrant Program - Interstate Cooperation Program
- Texas Migrant Council - Mobile Head Start Program

Exemplary Statewide Programs
- California Plan for the Education of Migrant Children - Regional Plan
- Florida Migratory Child Compensatory Program - Early Childhood Learning, Language Arts Tutorial, Learn and Earn
- New Jersey Migrant Education - Recruitment Program

Exemplary Local Programs
- Demonstration Schools - Somerton, Arizona, and Geneseo, New York
- Transitional Program - Springfield, Massachusetts
- Secondary Programs, North Carolina

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[41] Mattera and Steel, p. vi.

[42] Mattera and Steel, p. v.

Exemplary Special Services

Mobile Units
Migrant Centers
Staff Development Programs

Masters Degree Program--Oregon
California Mini-Corps

Four of the above programs--MSRTS, Project CHILD (Geneseo), Texas Migrant Council Mobile Head Start Program and the California Mini-Corps--have been described in the JDRP-approved or Chapter 1 National Identification Program chapters, and will, therefore, not appear in this chapter. The current status of the rest of the programs is explained. The descriptions represent the program's status in 1974; some may not now be in operation. These services, however, are still appropriate for migrant students and are offered for potential use by current programs.

EXEMPLARY NATIONAL PROGRAMS

Two programs were cited in this section of Exemplary Programs for Migrant Children: the Migrant Student Record Transfer System (MSRTS) and the High School Equivalency Program (HEP). While both are "national" in scope, there is a unique difference between them. HEP grants are awarded directly to operating agencies on a yearly competitive basis. Generally, colleges or universities that can provide the resources for operating a high school equivalency program on campus receive such grants.

The MSRTS, on the other hand, was initially funded by a group of states that agreed to set aside a part of their migrant education allocation so that a badly needed record transfer system could be established. MSRTS could not have been possible without such an agreement because the law provided no discretionary funds for program coordination at the federal level. This impeded service to migrant students who travel across state lines and therefore need programs from the national level transcending state regulations and philosophies.

In 1978, Congress did make discretionary funds available to USED through Section 143 of the Migrant Education Interstate and Intrastate Coordination Program. Section 143 mandates an amount for MSRTS, and the remaining funds are awarded yearly on a competitive basis for interstate and intrastate coordination programs. (See Appendix E for a list of the 1985-86 funded projects.)

MSRTS has been described in Chapter One. The HEP program--very small in relation to needs--has provided a desperately needed service for those migrant dropout youth enrolled in the program.

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP) - enables migrant dropout youth to earn a high school equivalency certificate.

Background

The Office of Economic Opportunity (OEO) established HEP in 1967. According to Don Sanders, current director of the HEP in Houston,[43]

> HEP was the dream of a few OEO planners who saw immense potential of placing dropout migrants on college and university campuses so that they could mix and mingle with other students. These OEO dreamers wanted HEP students to see that regular college was not so different and that HEP was a first step toward improving their lives.

With the demise ot OEO, HEP was funded under the U.S. Department of Labor, Comprehensive Employment and Training Administration (CETA) from 1974 to 1980 and then under the U.S. Education Department's amended Title IV of the Higher Education Act of 1965, allowing it to work more closely with other education programs for migrant youth.

HEP's success led in 1972 to the establishment of the College Assistance Migrant Program (CAMP), which provides financial and supportive services to migrant youth during the first year of college.

Currently, both HEP and CAMP are proving that migrant youth can "make it." A 1979 sudy showed that 80% of the HEP students earned their GED, while 90% of CAMP students successfully completed their freshman year in college.[44]

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[43] Letter received from Don Saunders, Director of HEP, Houston, TX, August 20, 1985.

[44] HEP/CAMP 1982 Congressional Justification, Report on Migrant Education Programs - HEP and CAMP, 1980, p. 2.

Program

Students

- must have been involved in migrant or seasonal farmwork or agricultural activities for at least 75 days during the past 24 months.
- must be 17 years or older and a high school dropout
- have their transportation costs to and from the program paid
- receive a $10-$15 per week stipend
- receive full room and board
- live in college dormitories
- receive instruction for passing the GED exam areas in natural science, social studies, reading, writing, and mathematics.
- use cultural, recreational, health, and other facilities of the campus
- attend at least 30 hours of classes for GED credit certification
- receive tutoring, as well as career and personal counseling
- receive placement assistance in an area of choice (military, college, job)

Implementation Suggestions

- private, non-profit and state-supported colleges and universities may apply for HEP or CAMP programs
- funding is for one year only

Contact: Dr. John F. Staehl, Acting Director, Office of Migrant Education, USED, 400 Maryland Avenue, SW, Room 3616, ROB 3, Washington, DC 20202

EXEMPLARY INTERSTATE PROGRAMS

As migrant students travel throughout the nation, they cross state boundaries, going from one state to another, each with its own curriculum, requirements and testing measures, etc. Any continuity of service to the students before the mid-1970's was virtually impossible because of these walls of difference.

Growing awareness of the problem led to efforts to bridge the continuity gap that resulted in various interstate programs. Two of these efforts, the Texas Interstate Cooperation Project and the Texas Mobile Head Start Program, were selected as exemplary in 1974.

These two projects, like the national ones, are uniquely different. The Texas Mobile Head Start Project provided continuity of day care services to migrant children as they traveled between Texas and Washington State by training migrant parents as paraprofessionals. The program was operated by the Texas Migrant Council, an agency providing manpower training and support services to migrants, with funds from the national migrant Head Start Office. This project, now operating as the IBI/Interstate Training Program, was selected for the Chapter 1 National Identification Program. (See description on p.39).

The Texas Interstate Cooperation Project, on the other hand, is part of the Texas Education Agency (TEA). It bridged the continuity gap by sending Texas teachers to other states which receive Texas migrant students. The project is currently operational, but in large part, the receiving states pay for the teachers' services instead of Texas paying for them. Thus, many more states may participate, enabling more students to be served.

TEXAS INTERSTATE COOPERATION PROJECT - sends Texas migrant educators to states receiving Texas migrant students in an effort to help those states and the students.

Background

One of the first concerns addressed by the TEA when it received its migrant education allocation in 1966 was the fact that Texas migrant students traveled to all harvest points in the country. (See Appendix F for national map.) Were Texas children being accepted? Did the other states know what the students learned in Texas Schools? Questions such as these led TEA to establish in 1966 the Texas Interstate Cooperation Project, wherein 24 Texas migrant educators were sent to 12 states that received Texas children. The project was so successful, that in 1967, six more states were added. By 1974, a total of 20 states were receiving the services of these Texas educators. The role of these educators was threefold:[45]

- to improve instructional techniques in receiving schools
- to encourage Texas students to participate in receiving states' programs
- to help teachers in receiving states realize the problems faced by the students during their migrant cycle

To qualify, the teachers had to be current migrant education teachers and willing to instruct teachers in the receiving states about Mexican American language, culture, and the students' Texas education experiences. Moreover, these relocated teachers served as liaisons between the receiving states' schools and parents and helped families adjust to their new environments.

Today, the program has the same basic objectives. A major difference, however, is that Texas no longer pays for all of its traveling teachers. It provides salaries for 5 to 7 teachers who work in June and July. Cooperating states may share or totally pay the Texas teachers' expenses, which is a true indicator of the value of their service!

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[45] Mattera and Steel, p. 23.

Another change is that the Texas Interstate Cooperation Project is now part of a more extensive arm of the TEA: the Texas Inter/Intrastate Cooperation Project. It has eight components:[46]

Summer Project Assignments
Content Specialists
Exchange Visits
Credit Exchange System
Education Commission of the States (ECS) Migrant Education Council
National Committee Participation
Interstate Dissemination of Texas Materials and Resources
Teacher Exchange

As the largest sending state, Texas has obviously provided leadership and important services to its migrant students. Detailed information on the above component is available from the contact listed below.

Program

Students

- see teachers they know back in Texas in the states they travel to
- receive more relevant instruction from those state teachers who have been trained by Texas teachers
- and their families relate to the Texas educators who make home visits to assist with any problems

Implementation Suggestions

- funds for summer salaries and travel are provided largely by cooperating states
- co-operating state teachers should receive training from Texas educators
- co-operating states must fully utilize Texas educators' services

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[46] Texas Division of Migrant Education, Interstate Cooperation Project Design (Revised) (n.d.), p. 1.

Contact: Jesse Vela, Coordinator, Texas Migrant
Inter/Intrastate Program, 903 North 1
Road/Drawer Y, Pharr, TX 78577

EXEMPLARY STATEWIDE PROGRAMS

The third level of programs, following national and interstate, is that operated on a state-wide basis. In 1974, when Exemplary Programs for Migrant Children was written, states received their migrant education allocation based on a complicated formula that utilized figures relating to migrant adults. Migrant educators urged legislators to provide funds to states based on the number of migrant children. The MSRTS, with its national data on migrant students, provided the statistics needed by Congress to effect the change. Thus, states now receive funds based on the actual migrant child count.

How the states utilize the funds is determined by SED policies and procedures. Three state-wide migrant education programs selected as exemplary in 1974 were California's Regional Plan for the Education of Migrant Children; Florida's Migratory Child Compensatory Program - Early Childhood Learning, Language Arts Tutorial, Learn and Earn; and New Jersey's Migrant Education Recruitment Program.

Since 1974, each of these programs has undergone considerable change based on funding, student needs, and administrative philosophies. Here, the changes are presented, but the services to students described are those provided in 1974, and are included because of their potential effectiveness as models for current programs. Today, there are many variations that have sprung from the above programs, including summer work-study programs, and the tutorial programs in various states.

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN - REGIONAL PLAN - divides the states into regions for more effective delivery of services to migrant students.

Background

As the second largest migrant population state, California determined that a regional plan would be the best way to organize its migrant education program. From 1967, when the plan was initiated, to 1973, California was divided into 6 regions which allowed for "policy determination and co-ordination on a state level, management at the regional-level and supervision at the local operational level."[47]

Goals and objectives established by the SED's Bureau of Community Services and Migrant Education (now the Office of Compensatory Education, Migrant Education Section) provide the focus for each region. Activities designed to meet the objectives take place at the regional and local levels, and include instructional activities, health and welfare services, pre- and in-service education of professional and paraprofessional personnel, and such supportive services as health, transportation and recreation programs.

Currently, California has 18 regions that operate programs. The avoidance of service overlap, and the leadership and support exhibited by these agencies has been translated into a coherent educational plan for migrant students.[48]

In addition, new program components have been added, as follows:[49]

1. Statewide Needs Assessment - a data collection instrument has been developed which serves as a needs assessment for individuals, and as the basis for the Individual Learning Program (ILP).

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[47] Mattera and Steel, p. 29.

[48] Letter received from John R. Schaeffer, Manager, Migrant Education, State of California, June 12, 1985, p. 1.

[49] *Ibid*.

2. Program Improvement Projects - proposals are solicited for migrant program improvement.

3. Portable Assisted Study Sequence (PASS) - enables students to earn course credit toward graduation.

4. Migrant Education Resource Center - provides regions with a variety of direct and indirect services.

5. Evaluation Assistance to Regions - helps operating agencies to identify sections of programs to be evaluated.

6. Migrant Engaged in New Themes in Education (MENTE) - motivates gifted migrant students by placing them in summer residential programs at colleges and universities.

7. Annual State Migrant Student Conference - provides leadership training to migrant youth, 10 through 12 grades.

8. Statewide Migrant Parent Training Conference - held yearly to make recommendations about the migrant education program.

9. Coordinated Compliance Review (CCR)) - all specially-funded SED programs are monitored by a single coordinated compliance review.

10. Interstate Migrant Secondary Team Project - a Section 143 Migrant Education Interstate and Intrastate Coordination Program that serves 13 Western states, coordinating secondary student mobility issues and trains 13 state team members to improve secondary services in their home states.

Efforts such as these taken by California reflect the type of commitment that augurs well for migrant students and their families.

Program

Students

- receive supplementary tutorial assistance in the basics: language arts and math
- have medical, dental health, and family contact needs met
- receive counseling and career education, as well as participate in work-study
- receive nutritional services such as lunch, snacks, and breakfast where not otherwise provided

Implementation Suggestions

- a statewide assessment of migrant students needs is essential to development of a regional plan
- spelling out of responsibilities at each level--state, regional, local--avoids overlap and gaps

Contact: Dr. John Schaeffer, Manager, Migrant Education Office, State Department of Education, 721 Capitol Mall, 2nd Floor, Sacramento, CA 95814

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM (FMCCP) -EARLY CHILDHOOD LEARNING, LANGUAGE ARTS TUTORIAL AND LEARN AND EARN - provides individualized instruction to migrant students, preschool through high school.

Background

Florida emerged as an early leader in migrant education. It was the first to implement education on a state-wide basis specifically for each level: preschool, elementary and secondary.[50]

- Early Childhood Learning - Migrant children, 3 to 5 years old were often baby-sat by their older brothers and sisters, who then could not attend school. The FMCCP established classes at schools or in mobile units located at migrant camps. In these classes pre-schoolers received quality instruction in an excellent environment. As Florida educator Retha Cooper has affirmed, "This service prevents the older siblings from being taken out of school thus increasing school attendance, and decreasing dropouts among the middle/ secondary school aged migrant population."[51]
- Language Arts Tutorial - Migrant students were at least two years behind in school, and weak in reading skills. Tutors were hired by local districts to provide individualized instruction.
- Learn and Earn Program - Migrant teenagers, often much older than their peers, had poor self- concepts, and few vocational skills. The Learn and Earn Program provided income for them while they learned such skills as small engine repair, nursing, and hotel services, in addition to their regular academic program.

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[50] Mattera and Steel, p. 32.

[51] Letter received from Retha Cooper, Migrant Section, Florida Department of Education, July 23, 1985.

Currently, the Early Childhood Learning and Language Arts Tutorial Programs operate essentially as they did in 1974. The Earn and Learn Program, however, has been replaced by Florida's Dropout Prevention Programs for Migrant Secondary Students. Each county implements a dropout prevention program. A secondary Program Task Force has outlined three selected model programs:[52]

A. District Secondary Add-on Tutorial Program, which provides after school tutoring to high school students on an as-needed basis

B. ACT-Advocacy/Counseling/Tutorial Program, which provides supplemental assistance to help students graduate and possibly go into post-secondary programs

C. The Florida Mini-Corps Program, which trains college and high school graduates to serve as teacher aides and peer counselors in migrant programs

This strong thrust in dropout prevention is matched by a special dropout program designed to help migrant dropouts get back into educational/vocational pursuits. Florida serves as the administering state for a Section 143 Migrant Education Interstate and Intrastate Coordination Program: Migrant Dropout Youth Project (MDYP). (See Appendix E.) The 1974 description is provided below to assist current programs in adapting or adopting the various components.

Program

Pre-school Students

- receive quality individualized instruction in excellent learning environments.
- receive the benefits of a full day's program in a healthy and safe environment while their parents are in the fields
- receive appropriate health and dental services

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[52] Florida's Dropout Prevention Program for Migrant Secondary Students (Tallahassee, FL: Florida State Department of Education, n.d.), p. 1.

- participate in many opportunities for emotional and social growth

Elementary Students

- participate in individualized and small group instructional activities with their own tutors during the school day
- enjoy learning with highly relevant and interesting materials
- benefit from having their skill levels recorded on MSRTS, so that their next teacher may continue the instruction

Learn and Earn Students

- receive short-term occupational training, and learn skills essential to the world of work
- receive remuneration for 6 weeks of on-the-job training in community establishments, such as offices and supermarkets

Implementation Suggestions

- statewide goals provide the program framework
- staff must be trained in effective methods and materials, as well as migrant lifestyle
- total student needs must be addressed

Contact: Dr. Ulysses G. Horne, Administrator, Migrant Education Section, State Department of Education, Knott Building, Tallahassee, FL 32301

NEW JERSEY MIGRANT EDUCATION RECRUITMENT PROGRAM - utilizes two teams of recruiters, one for the northern part of the state and one for the southern portion. Their job is to find every migrant child and assist in enrolling him/her in school.

Background

Because many New Jersey migrant children never appeared in school, either because they had to work, were not interested or did not know about school, the New Jersey SED established the recruitment program in 1970.

The recruiters were carefully trained to know all about area farms, employers, agencies, and services relating to migrant farmworkers. They learned how to work with the families and encourage them to allow children to go to school.[53]

Other states soon took New Jersey's lead, and established similar recruitment programs. The identification and enrollment of migrant students became vital to generating each state's migrant education allocation, which, in turn, subsidized the programs.

The New Jersey Recruitment Program as it operated in 1974, is described below. Today each local district is made accountable for recruitment of its children.[54]

Program

Students

- are recruited for migrant education programs by a concerned, interested visitor to their homes
- have advocates in the recruiters, who help pursuade parents to allow the children to go to school
- benefit from the health and education services provided by the program

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[53] Mattera and Steel, p. 41.

[54] Telephone conversation with William Smith, New Jersey SED, August 9, 1985.

Implementation Suggestions

- a coordinator for the recruitment team must be identified
- the recruiters must be well trained

CONTACT: Dr. Sylvia Roberts, Director, Division of Compensatory Bilingual Education, State Department of Education, 225 West State Street, CN 500, Trenton, NJ 08675

EXEMPLARY LOCAL PROGRAMS

The local level is where the majority of migrant education programs take place. Realizing that their students needed quality programs, several local districts established "Demonstration Schools" that not only instructed students, but also served as training sites for inservice and teacher education courses. Two were featured in Exemplary Programs for Migrant Children, the Somerton Demonstration Program and the Geneseo Children's Demonstration School. The latter will not be described here as it is one of the JDRP programs described in Chapter One on pp. 14-17, Project CHILD.

Two other local programs described in 1974 were the Springfield (Massachusetts) Transitional Program for non-English speaking students, and the North Carolina Secondary Program for out-of-school youth.

SOMERTON DEMONSTRATION PROJECT - a quality migrant program that also serves as the field site for the Annual Migrant Teacher/Aide Summer Institute.

Background

This rural community not far from Yuma, Arizona, suffered severe budget and instructional problems during harvest season when migrant students doubled the local school population. The advent of migrant education funds made greatly improved services possible for students, among them a well-equipped resource center, a physical education building, a kindergarten building, and a variety of other services.

What started as in-service training for the Somerton summer program staff in 1967 led to a 6-hour credit course in 1968 for the Somerton teachers, and to Somerton's selection as the field site for the Annual Migrant Teacher Institute sponsored by Arizona State University and the Arizona SED.[55] During the summer of 1985, the Institute celebrated its 16th anniversary. To date, 400 teachers and 225 aides have been trained.

The program has been sucessful for the migrant students as well:

> Programs in reading, bilingual education, migrant services education -- plus a competitive athletic program are a few outstanding examples. Achievement Test Scores given yearly by the district and the state of Arizona Department of Education reflect Somerton's successful programs. In 1980, the fourth grade average total test score, on the CAT, was 1.1 years below grade level. In 1984, the same group (now 8th graders) achieved an average of 0.2 months above grade level.[56]

Thus, the Somerton program has made a significant impact on migrant student lives and on the teaching skills of many teachers and aides.

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[55] Mattera and Steel, p. 45.

[56] Letter received from J.O. Maynes, Jr., Director, Migrant Child Education, Arizona Department of Education, May 24, 1985.

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Program

Students

- receive individualized instruction in reading and math
- work with interesting equipment (television through taping programs and operating equipment) and media (bilingual school newspaper)
- make significant gains on their tests

Parents

- are involved in school activities
- work closely with classroom teachers
- enthusiastically support the program

Implementation Suggestions

- availability of a college/university credit for teachers and aides is important
- commitment of all personnel involved--state to local levels--assures program effectiveness

Contact: Dr. J. O. "Rocky" Maynes, Jr., Director,
Migrant Child Education, Arizona Department
of Education, 1536 West Jefferson, Phoenix,
AZ 85007

TRANSITIONAL PROGRAM, SPRINGFIELD, MA - uses bilingual instruction to assimilate students into regular classes.

Background

A Roman-Catholic nun who found non-English speaking children roaming the streets of Springfield decided to have an after-school program to tutor them in English, math, and reading. This effort was not enough to enable them to successfully participate in the regular school's English classes; therefore, in February of 1972, she established a full-time "transitional program" with migrant education funds.[57]

The program, as described in 1974, appears below. It is no longer operating. There are, however, similar programs currently in operation in various states. The description below of the Springfield program may be helpful to interested districts.

Program

Students

- initially learn all their subjects in their native language
- are introduced into regular classes as they strengthen their English ability
- receive intensive individual instruction in math
- participate in numerous field trips
- learn about Hispanic people who have contributed to our society

Implementation Suggestions

- a "transitional program" philosophy must be implemented when bilingual instruction serves as the foundation for learning English
- staff training about migrants and their culture is important

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[57] Mattera and Steel, p. 55.

Contact: Mr. Daniel A. McAllister, Director, Migrant Education Program, State Department of Education, Central Operations Office, Lee Cottage - Gregory Street, Middleton, MA 01949

SECONDARY PROGRAMS, NORTH CAROLINA - provide instruction to youth during the evenings and on weekends.

Background

Migrant education dollars have been primarily spent on elementary school students. These students have been visible and the need for services obvious. Secondary students, however, were largely not in school and, if they were, received few special services. Some states, like Florida (see pp.61-63, the Learn and Earn Program), addressed the problem and initated programs. North Carolina, too, was one of the few states to reach out to needy secondary students, most of whom had to work in the fields, and thus could not attend school.

Eight North Carolina counties conducted programs in the evenings and on weekends. Occupational education, academics, counseling and recreation were featured.[58]

According to State Director Robert Youngblood, the program no longer operates because it served students who traveled with crewleaders (not with their parents) and therefore were deemed ineligible for the program. There were not enough eligible students left to justify the program.[59] Other states, however, have instituted career education and work experience programs for eligible youth.

Program

Students

- learned about occupational areas such as carpentry, woodwork, bricklaying, small engine repair, automotive repair, ceramics, and arts and crafts

- received a hot meal (a very attractive item!)

- participated in recreational activities

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[58] *Ibid.*, p. 58.

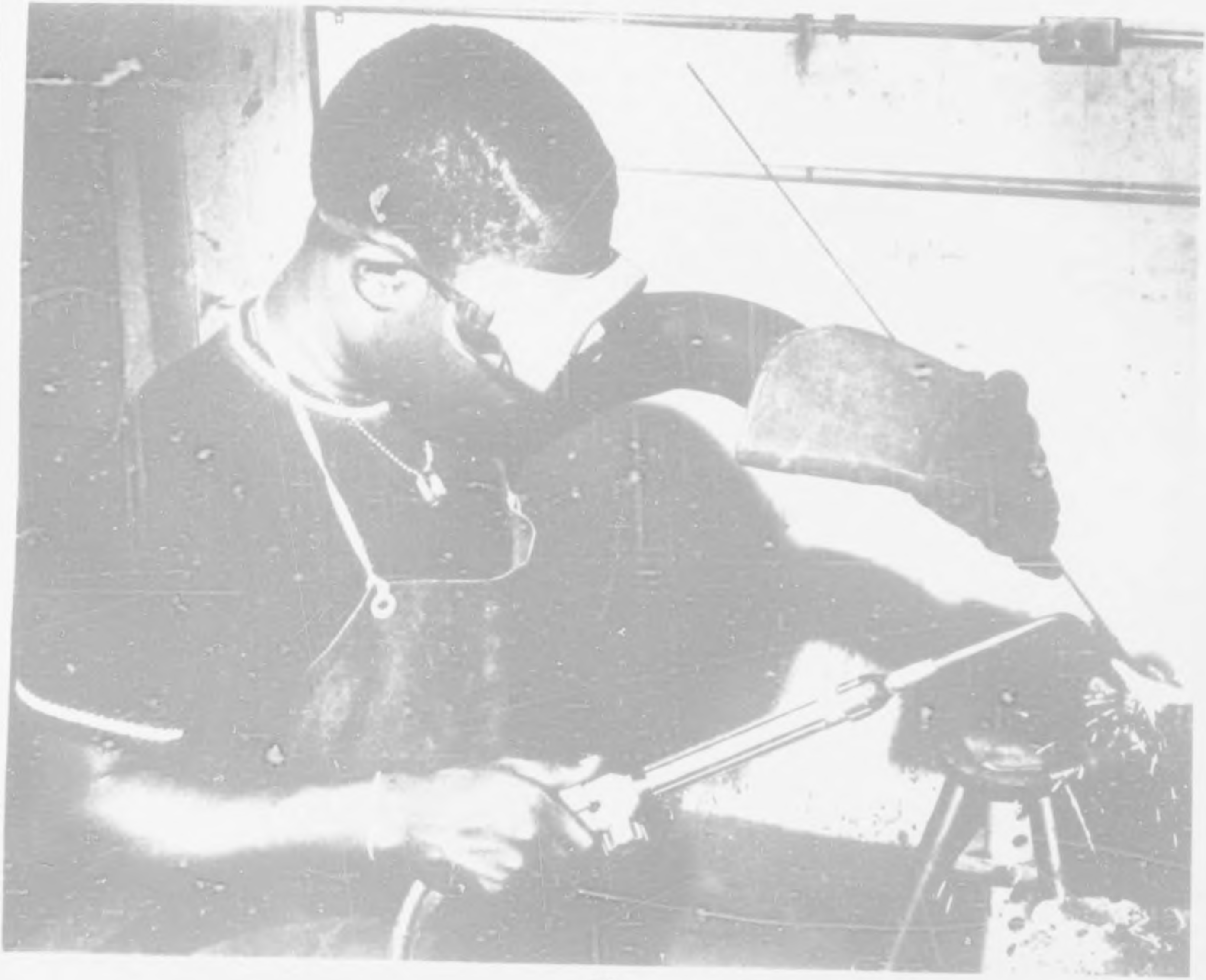
[59] Letter received from Robert Youngblood, Director, Division of Migrant Education, Raleigh, NC, June 4, 1985.

- received counseling from counselors who come out to the camps

Implementation Suggestions

- cooperation of employers (farmers and crewleaders) is necessary
- programs must be attractive to encourage evening and weekend attendance

Contact: Mr. Robert Youngblood, Director, Division of Migrant Education, Department of Public Instruction, Raleigh, NC 27611



EXEMPLARY SPECIAL SERVICES

Educators soon found that educating migrant students required rather unique approaches if needs were to be met. Three distinct types of services evolved: Mobile Units, Migrant Centers, and Staff Development Programs. Many of those cited in 1974 are no longer operating; others have modified or expanded their services. A brief review of the three types gives insight into their services to migrant education programs then and now.

MOBILE UNITS - Used for instruction in migrant camps, as auxiliary classrooms, day care centers, occupational units, and staff training centers.

Background

Rural isolation of migrant camps and lack of educational environments there make the use of mobile units an important service to migrant students and families. They are ideal as daycare centers, which are complete with sanitary facilities and educational materials.

Among those states utilizing migrant units in 1974 were the following:

Colorado: utilized three units serving 42 school districts each operated by a different university

- University of Colorado - staffed by remedial reading and oral language instructors who conducted in-services for educators in various school districts. Graduate students in reading participated by assisting in program development, in-service training, and diagnostic work.

- Southern Colorado State College - utilized videotapes (often of migrant classroom demonstrations) for in-services and for sharing with parents their students' classroom activities.

- Colorado State University - focused on bi-cultural awareness by providing bilingual/bicultural materials and audio-visuals, and by assisting schools with cultural presentation.

Colorado discontinued the units at the request of the State Board of Education in 1978. The units were replaced by the Colorado Migrant Education Resource Center. It, in turn, was terminated in 1985 due to funding cuts.[60]

Florida: utilizes mobile units as child development centers, which are often located at migrant camps. Occupational units are used for the Learn and Earn Program.

Idaho: used mobile units to distribute educational materials to migrant camps. Their use has been discontinued by the LEA due to lack of funds.[61]

Michigan: has two mobile units that travel to camps offering reading and writing to GED preparation.

New Jersey: utilized three units.

Curriculum - contained educational materials and equipment for use on the unit or in school district classrooms. Also, it had work rooms for materials development.

Dental - served as dentist's office, complete with waiting room, treatment area, education center, darkroom, and closed circuit TV.

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[60] Letter received from Ernest Maestas, Supervisor, Migrant Education Program, Colorado Department of Education, June 4, 1985.

[61] Letter received from Carolyn Reeves, Coordinator, Migrant Education, Idaho State Department of Education, May 24, 1985.

Plant Unit - used as a plant work orientation unit, it traveled from school to school to provide instruction.

North Carolina: used two units to teach automotive skills. Too few students students were eligible to participate, so the program was discontinued.[62]

Oregon: utilized two self-propelled and two trailer-type units which were scheduled at schools from 3 to 8 weeks. Unit staff trained teachers in materials use and development and worked with the children in individualized instruction.

Mobile units were discontinued in 1974. According to Oregon migrant Education Coordinator Jose Garcia, "during the beginning years of migrant education programs in Oregon, there was a need for mobile units classrooms due to the high mobility of students. These mobile units were discontinued in 1974 as a result of students becoming more stable."[63]

While mobile units are not being used any more in areas where migrant populations are more stable, there is still a need for them, particularly in rural isolated areas.

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[62] Letter received from Robert Youngblood.

[63] Letter received from Jose Carcia, Coordinator, Migrant Education, Oregon State Department of Education, June 12, 1985.

MIGRANT CENTERS - provide a variety of services, including dissemination, training, and media for migrant education programs.

Background

A central unit or "migrant center" became a popular way to provide services to migrant education programs. The centers served the entire state, a region, or a local district. Like the mobile units, some migrant centers have survived and flourished; others, reflecting the availability of funds, different needs, and new philosophies, have ceased operations.

The migrant centers featured in Exemplary Programs for Migrant Children include:

Arizona: The Arizona Migrant Child Education Lab (AMCEL) is a cooperative venture between the SED's Migrant Child Education Unit, and Arizona State University Reading Center. AMCEL's high quality trainers provide staff development to migrant personnel throughout the state. It conducts studies and other activities for improving services.[64]

State director, "Rocky" Maynes attributes the 16 years of successful operation of AMCEL to the high quality of its leadership and services.[65]

New York: The Migrant Center at Geneseo was established to conduct studies about migrants. Among its other services were the conducting of workshops, conferences, and programs for migrant families. It developed one of the most extensive libraries on migrant-related matters in the country.

Its current projects include direct services to migrants through health, education and recreational programs, and the coordination of the Migrant Dropout Youth Project.

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[64] Mattera and Steel, p. 64.

[65] Letter received from J.O. Maynes, Jr.

New York state now has a network of tutorial outreach programs similiar to the migrant centers that operate from university or BOCES units.

Idaho: In 1974, Idaho had one center. Now, according to State Director Caroloyn Reeves, it has two centers, one in Rupert and one in Nampa. The services they provide are in four areas:[66]

MSRTS (terminal operations/consultants)
Educational resource consultants
Curriculum library materials
Local production (printing and graphics)

Oregon: The Oregon Migrant Education Service Center continues today to serve the state because, says Jose Garcia, State Coordinator of Migrant Education, of" the flexibility of the veteran classified and certified staff."[67]

Since its inception, the Center has focused on the core areas of early childhood, elementary and secondary education, parental involvement, identification, and recruitment, and the MSRTS.

Responsibilities have expanded to include participation in 143 projects and on NASDME committees, provision of accident insurance for migrant students, staff and parent newletters, and proposal and curriculum development.

Washington: Its Toppenish Center for Study of Migrant and Indian Education provided a variety of services--a media library, curriculum development, aide training, classes and workshops, student teaching, and information dissemination.

State Director Raul de la Rosa reports that the Center was closed in 1974 and

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[66] Letter received from Carolyn Reeves.

[67] Letter received from Jose Garcia.

> its functions transferred to Sunnyside. It was renamed the Migrant Education Service Center. That center was closed in 1985.

Migrant centers continue to be a cost-effective service to migrant education programs. There are many of them across the country. Additional information as to their location in a particular state is available from the state's migrant education director.

STAFF DEVELOPMENT PROGRAMS - provide migrant culture awareness and training in effective methods and materials for working with migrant students.

Background

Teachers are vital to successfully teaching migrant students. While they must be skilled in utilizing the best teaching method and materials, they also must possess a genuine caring and concern for their students. Training that has developed for teachers of migrant students includes strong doses of cultural awareness. Exemplary Programs for Migrant Children presented two examples--the Oregon Master's Degree Program and the California Mini-Corps.[68] Because the latter has been described in the chapter on JDRP-approved projects (pp. 11-13) it will not appear here.

Oregon Master's Degree Program

Unfortunately, this program was phased out. Its unique qualities, however, merit description here. The year-long graduate study included not only 48 hours of course work but also field work in migrant camps, conferences, and seminars.

Half of the courses were in cultural anthropology, and, instead of a master's thesis, each student had to complete a study project designed to solve a migrant problem.

After graduation, the student taught in migrant schools or where they could apply their new knowledge about migrants.[69]

The kind of commitment needed to thoroughly prepare migrant education personnel is currently a nationwide occurrence. Prior to summer and regular year programs, individual school districts may have staff development activities and states may hold state-wide and regional conferences where the latest teaching methodology and materials appropriate for migrant students are introduced.

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[68] Mattera and Steel, p. 67.

[69] Ibid., p. 70.

Vehicles for interstate sharing of ideas are available as well. Annual conferences are held in the eastern, western, and central states during the years when the National Migrant Education Conference is not held in their stream. At these conferences all staff--teachers, aides, support personnel--have the opportunity to participate in excellent sessions. Migrant education has provided leadership for non-migrant educators in the development of effective delivery of service to students. The MSRTS and its basic skills lists alone are examples of ideas that can be implemented for all children.

Thus, staff development, one of the first targets when migrant education began in 1966, continues to be of vital importance if migrant students are to receive quality instruction.

CHAPTER FOUR - REBUILDING THE MUSIC AND THE DREAM

Migrant education has heeded Markham's threat of "whirlwinds of rebellion" by developing programs that can go a long way toward "rebuilding the music and the dream" for migrant students. It must not, however, be assumed that its task is done. Many of the students and most of their parents may never achieve the justice, humanity, and equality so readily enjoyed by non-farm workers. Migrant educators and other advocates must address the root of the farmworkers problem--their powerlessness in secruing acceptable living and working conditions.

Statements such as those made by Assistant Secretary of Labor Robert Rowland in rejecting an OSHA field sanitation requirement, because OSHA requirements are best utilized where there are "frequent documented threats to life and limb,"[70] reveal too clearly that this population may continue to suffer the outrages of an indifferent society from the federal level down.

What can concerned citizens do? It it is agreed that awareness followed by action are the first steps, then the following suggestions may be appropriate:

- Become informed about migrants--their history, lifestyle, cultures, aspirations, problems, economic and cultural contributions and the fact that they too, are PEOPLE--each having the same needs, wants, and hopes as any other human being.

- Work with appropriate state and national legislators to secure legislation which enables migrant farmworkers to take action on their own behalf as a labor force.

- Educate local communities about the economic benefits to the local community when workers are in the area to harvest. Not only do the workers spend a good part of their income in the local area, mnay other businesses could not exist without the farmers having to buy equipment and other items essential to the harvest. For example, one farmer estimates that because he has migrants harvest his apple crop, he was able to build a million-dollar warehouse, hire dozens of community people, and buy thousands of cardboard shipping boxes, thus giving work to many people!

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[70] B. Noble, "Rules Deadline on Migrants' Toilets Expected," "The New York Times", September 11, 1985.

Farmers in one rural county boast that because they are in the potato business, they bring 20 million dollars in business to the local community. Without the migrants coming to pick the potatoes, what would happen? (Interestingly, several of those farmers have mechanized, and so do not need the workers, which gets back to the importance of helping migrant students and their parents prepare for another occupation!)

- Educate service agenies (social services, Departments of Labor, WIC, food stamps staff) to render unto migrants the same courtesy they show to their regular local clients. Many migrant workers have forgone securing needed help because of the put-down and run-around they receive.

- Assure provision of educational, health, social, and recreational services to the entire migrant family - infants to adults - while they are in the local area.

    - Child Development Centers: Too many migrant infants and toddlers across the nation still wait in cars, trucks or in the fields while their parents work. Quality child development services are still desperately needed, and should be available throughout the parents' work day.

    - Dropout Services: The scary statistic that 8 to 9 out of 10 migrant students never complete high school must be addressed with full force. The ideas of establishing dropout prevention programs and of retrieving dropouts back into educational/vocational pursuits are taking hold. They must be spread and made integral parts of every migrant education program.

    - Adult Education: Adult migrants need attention from the education community. The Adult Education Act still does not designate migrants as being in special need, despite testimony and papers submitted on their behalf. Reaching outvia in-camp instruction to teach adults can make the difference as to whether or not individuals begin to learn English, how to read, or work on GEDS.

- Health Care: Without question one of the greatest detriments to migrant life is the lack of adequate health care. Inability to pay, constant mobility, lack of continuity in health care, lack of health education services, transportation needs and a crisis orientation to health care create incredible problems for farmworkers. What would make headlines in community papers if local citizens were to have diseases (like TB), is not uncommon in migrant camps, and may often go untreated, or if treatment is commenced in one location, may not be continued in another.

- Alcoholism Treatment: Minimal services are available to migrants--again because of their transiency and the fact that they are not local citizens. Some sporadic attempts have been made, such as providing activities as alternatives to drinking or establishment of in-camp AA groups; but they are scarce indeed.

- Interstate Programs: Roosevelt Grady, a migrant boy in the book by the same name, complained that in every school he traveled to he learned about "take away," but was never in the right school at the right time to learn "putting' into."

  While migrant education has made significant strides toward continuity of education via the MSRTS; the Basic SKills Lists in oral language, reading, math and early childhood; such NASDME committees as the Secondary Committee; the Section 143 Interstate and interastate Coordination Programs; the Education Commission of the States (ECS) Migrant Education Council and the HEP and CAMP programs, it must assure that these services and new ones that are

> developed *are received* by *every* migrant student and that *continuity does take place.*

Thus the education of migrant students goes beyond what is normally considered the role of education. However, if educators are to remain true to their maxim "start with where the child is," they must address the total student and his family, as well as the system that creates their problems. Perhaps then can Markham's challenge of "rebuilding the music and the dream" be realized.

APPENDICES

APPENDIX A

EARLY PREVENTION OF SCHOOL FAILURE
Nationally Validated Program

EPSF SKILL CHECK LIST CORRELATED WITH MIGRANT EARLY CHILDHOOD SKILLS

Child's Name ______________________ Teacher ______________________

School Name & Address ______________________ Date entered Program __________ Date withdrawn from Program __________

The basic suggested pre-academic skills are identified by the screening instruments. Other skills may be identified through teaching following screening. All skills listed are in addition to the usual music, art, stories, finger plays, science, and social studies used in classroom activities. Date as skill is introduced and again as skill is observed to be mastered by the child. Some children may master the skill prior to kindergarten. Other children may master the skill during kindergarten or first grade.

SKILLS	Parent Activity Card #s	Intro. of Skill (DATE)	Migrant Early Childhood Skills Correlation	Skill Performance Observed Date
Motor Coordination-Gross Child is able to: 1. Walk forward, backward and sideways on tape/footprints.	1-9,42		PG 31 Walks on tip toes PG 32 Walks on/between parallel lines PG 36 Walks backward	
2. Imitate body movements.	10-15, 53-54		PG 41 Makes large circular frontal motion w/arms	
3. Descend steps with alternating feet.	16-21		PG 26 Goes upstairs and downstairs PG 37 Walks up & down stairs w/out support	
4. Identify and use body parts.	22-31		PG 27 Pedals tricycle PG 30 Kicks ball forward	
5. Run, jump, and hop.	32-40		PG 28 Jumps in place PG 29 Runs well PG 33 Jumps from low elevation, feet together PG 34 Maintains balance broad jumping PG 44 Hops skillfully on dominant foot	
6. Throw and catch ball with limited control.	39,41-52		PG 25 Throws ball overhead PG 38 Aims & throws ball PG 39 Catches medium sized bounced ball	
7. Manipulate body in space in both directionality and laterality.	53-63		PG 32 Walks on/between parallel lines PG 35 Balances on one foot PG 36 Walks backward PG 40 Climbs well	
8. Walk forward, backward, and sideways on balance beam and balance on balance board.	64-70		PG 45 Walks on balance beam	
9. Gallop, skip; and jump rope	40,71-76		PG 42 Skips on alternating feet PG 43 Jumps rope	
Motor Coordination-Fine Child is able to: 1. Manipulate small objects (with both hands).	1-14		PF 20 Builds tower of six or more blocks PF 22 Strings large beads PF 23 Displays well developed finger-wrist coordination PF 24 Puts pegs in pegboard PF 25 Turns pages one at a time PF 28 Builds tower of ten or more blocks	
2. Hold crayons and pencils appriately (scribbles).	16-20		PF 23 Displays well-developed finger-wrist coordination	
3. Hold scissors appropriately and cut.	15,21-25,39		PF 25 Cuts w/scissors	
4. Draw a man with six body parts.	8,26-30		PF 29 Draws simple pictures w/3 details PF 34 Draws picture w/6 or more details	
5. Trace, copy and draw basic shapes.	19-20,26		PF 21 Makes vertical strokes CV 19 Copies horizontal line CV 20 Copies circle CV 26 Copies cross CV 28 Copies square CV 29 Copies triangle	
6. Lace shoes, tie knots, fold triangles from square.	13-14,37-40		PF 32 Laces shoes; begins to tie shoestrings PF 33 Folds paper diagonally	

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SKILLS	Parent Activity Card #s	Intro. of Skill (DATE)	Migrant Early Childhood Skills Correlation	Skill Performance Observed Date
7. Finish incomplete designs.	41-45		CV 25 Completes 2 parts of picture	
8. Write letters.	20,31,33, 46-50		FF 31 Writes some letters & simple words CV 30 Copies some letters & numerals CV 31 Copies some simple words	
9. Write numerals 1-10 (uneven).	31,51-55		CV 30 Copies some letters & numerals	
Auditory Child is able to: 1. Listen without interrupting while maintaining eye contact.	1-2			
2. Follow one or easy two-step directions.	3-7		CA 10 Points to a picture of a familiar object when asked CA 12 Responds to action words	
3. Recall familiar nursery rhymes, poems, alliterative phrases.	8-11,25		CA 20 Recognizes melodies CA 25 Repeats short verses	
4. Identify and recognize difference in volume, tone, quality, and type of sound	12-15		CA 11 Locates sounds from all directions CA 14 Identifies common objects by sounds CA 15 Uses appropriate voice inflection CA 16 Varies voice volume CA 17 Increases & decreases speed of voice CA 19 Identifies simple tones	
5. Listen to & retell a story in sequence.	16-19		CD 45 Tell stories in sequence	
6. Follow instructions in sequence (2-3 parts).	20-26			
7. Repeat a pattern or series of sounds, words or numbers.	27-31		CA 23 Repeats sentences correctly CA 24 Repeats 4-5 letters/numerals in given order CA 30 Repeats simple sound patterns	
8. Finish an incomplete sentence with an appropriate word.	32-37			
9. Match and recall rhyming words.	38-44		CA 21 Identifies rhyming words	
10. Match and identify like and different letter sounds.	45-49,51		CA 22 Identifies like & unlike beginning consonants CD 28 Uses consonant sounds accurately	
11. Match and identify beginning, ending & middle sounds. (placement)	50,52-54		CA 22 Identifies like & unlike beginning consonants	
Language Child is able to: 1. Identify and name common objects and pictures.	1-11		CD 40 Uses vocabulary of 1500+ words CD 36 Tells function of familiar object	
2. Use singular & plural forms of common words.	12-16		CD 24 Uses plurals CD 18 Reproduces plurals	
3. Communicate thoughts and needs in complete sentences of 4 to 6 words.	2,17-22		CD 27 Forms sentences/phrases of 3-4 words CD 33 Forms sentences/phrases of 4-5 words CD 37 Forms meaningful sentences of 6+ words	
4. Recognize and name basic colors shapes, and sizes.	23-29		CD 43 Names basic colors, shapes, sizes	
5. Dictate simple sentences about objects and illustrations.	30-34		CD 34 Tells experiences CD 35 Tells about a picture	
6. Tell stories in sequence with/without the aid of pictures.	35-42		CD 45 Tells stories in sequence	
7. Understand the meaning of basic concepts.	43-66		CD 32 Uses prepositions CD 38 Uses opposite anologies CD 39 Uses past tense CD 44 Uses selected abstract word meanings	

SKILLS	Parent Activity Card #s	Intro. of Skill (DATE)	Migrant Early Childhood Skills Correlation	Skill Performance Observed Date
8. Recognize and name letters and some words.	67-72		CD 46 Names some letters, #s, words	
9. Interpret story situations and predict story outcomes.				
VISUAL Child is able to: 1. Follow fixed and moving objects with eyes without moving head.	1-5			
2. Identify likenesses and differences of objects and pictures.	6-10		CV 24 Selects simple identical pictures	
3. Match color, shape and size.	11-16		CV 17 Matches circles, triangles, squares CV 18 Groups objects by color, form & size	
4. Identify likenesses and differences and recall basic colors, shapes and sizes.	17-22		CV 18 Groups objects by color, form & size	
5. Put simple puzzles together (6 to 8 pieces).	23-27		CV 25 Puts together 2-6 piece puzzle CV 27 Puts together 6-8 piece puzzle	
6. Identify and name missing items from memory.	28-33		CV 21 Searches for named object without visual representation CV 23 Names pictures of objects removed from view	
7. Identify and locate objects from a complex background. (figure-ground)	34-38		CV 22 Focuses on one of many parts of object	
8. Classify and sort pictures and objects into sets.	39-42		CV 18 Groups objects by color, form & size	
9. Place 2-4 items or pictures in sequence by memory.	43-47		CD 45 Tells stories in sequence	
10. Repeat patterning of 3 or 4 items.	48-52			
11. Arrange pictures in sequence of events.	53-57		CD 45 Tells stories in sequence	
12. Identify, name, match and sequence letters.	58-65		CD 46 Names some letters, #s, words	
13. Match upper and lower case letters.	66-70		CD 46 Names some letters, #s, words	
14. Match and name quantitative concepts with numerals, numerals with numerals, and arrange numerals in order.	71-76			

APPENDIX B - Transfer Record Form (Educational)

0000C06 SEE E-H LINKAGES

PPCMFX / PR CMXF 00094

DATE
09/09/85

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 3

STUDENT ID 76706498 GGK

VANDER, GEORGE

BIRTH DATA

SEX = M
DOB = 07/16/68
VER = B
AGE = 17

PACE = 5

PLACE OF BIRTH

SITE : EWING HOSPITAL
ADDRESS:
CITY : HOUSTON
ST/ZIP : TX
COUNTY : HOUSTON
COUNTRY:

TERMINATION

TYPE:
DATE:

F.L.Q.:
DATE:
SCHOOL:

LAST QUALIFYING MOVE: 03/08/85 END OF ELIGIBILITY: 08/08/91
MOVED FROM: UMATILLA, FL,
MOVED TO: LAS PIEDRAS, PR

PARENT DATA

LEGAL PARENTS:

VANDER, MARTIN
VANDER, MARY

CURRENT PARENTS:

HOME BASE

117 W PINE STREET
APOPKA
FL 32703-0000

CURRENT RESIDENCE

BOX112A
LAS PIEDRAS
PR 00671-0000

SCHOOL HISTORY DATA

CURR SCHL: RAMON POWER Y GIRALT 10-12 SCHL ID: PRCMXF
HLTH RECORD ADDRESSEE: MRS. MIDIAM BELTRAN DE PEREZ

PREV SCHL: UMATILLA HIGH SCHL ID: FLBGKY
TRCWELL AVENUE (SH:AF)
UMATILLA
FL 32784-0000 PH: 904-669-3131

SH	SCHL ID ST SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AB	MI:BLTN	06/10/84	06/11/84	08/15/84	48	40	83	09	1	S
AC	TX:CCTZ	08/25/84	09/01/84	03/15/85	135	130	96	10	1	
AD	FL:BFLY	03/21/85	03/22/85					10	1	
AE	GA:DMZH	04/25/85	04/25/85	06/07/85	33	31	93	10	1	
AF	FL:BGKY	06/21/85	06/24/85	07/23/85	22	21	95	10	1	S
AG	PR:CMXF	08/08/85	08/14/85					10	1	

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:
111	INSECT ALLERGY SEVERE - HAVE PLAN OF ACTION IN CASE OF STING.
123	HEARING LOSS - CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING THE DEGREE OF LOSS AND CLASSROOM PLACEMENT.
130	COLOR VISION DEFICIENCY
5	CONSULT MEDICAL PERSONNEL, SCHOOL PERSONNEL, AND FAMILY REGARDING MEDICATIONS, EDUCATIONAL PLACEMENT AND EXPECTATIONS.
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.

CONTACT:

COCOA HIGH
2000 TIGER TRAIL
COCOA
FL 32922-0000
PH: 305-632-5300

CALVERT HIGH
3332 MONTGOMERY
HUNTSVILLE
TX 77340-0000

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987

FLBFMR COCOA HIGH 2000 TIGER TRAIL COCOA,FL 32922-0000 PH: 305-632-5300

CONTACT: MIKE NEAL, COUNSELOR PH: 305-632-9414

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMERICAN GOVT	9-12	1	SEM	72	
AMERICAN HIST	9-12	2	SEM	72	
ECONOMICS	9-12	1	SEM	72	
ELECTIVES	9-12	18	SEM	72	
LANGUAGE ARTS	9-12	8	SEM	72	
LIFE MGT SKILLS	9-12	1	SEM	72	
MATHEMATICS	9-12	6	SEM	72	
PERF FINE ARTS	9-12	1	SEM	72	
PHYS EDUCATION	9-12	1	SEM	72	
PRACTICAL ARTS	9-12	1	SEM	72	
SCIENCE	9-12	6	SEM	72	
WORLD HISTORY	9-12	2	SEM	72	
TOTAL		48			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 87

PROFICIENCY TEST: FLORIDA ADMINISTERS A STATE PROFICIENCY TEST.

76706498 GGK

****EDUCATION RECORD CONTINUED NEXT PAGE****

Transfer Record Form (Educational) - page 2

0000007 PPCMEX / PP CMXF 00065

DATE		PAGE	STUDENT ID
09/09/85	MIGRANT STUDENT EDUCATIONAL RECORD	2 OF 3	76706498 GGK

VANDER, GEORGE

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

				PARTIAL WORK		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR
INDUSTRIAL ARTS	DRAWING	AD	10					SEM	SPR	85
LANGUAGE ARTS	ENGLISH	AD	10					SEM	SPR	85
MATH	BASIC MATH	AD	10					SEM	SPR	85
PHYSICAL ED	TEAM SPORTS	AD	10					SEM	SPR	85
SCIENCE	BIOLOGY	AD	10					SEM	SPR	85
SOCIAL STUDIES	AM HISTORY	AD	10					SEM	SPR	85

MOST RECENT REPORTING SCHOOL:
TITUSVILLE HIGH
1850 S WASHINGTON AVENUE
TITUSVILLE
FL 32780-0000
PH: 305-269-3561

CONTACT: BILL KENNEY
COUNSELOR
PH: 305-269-3567

RECOMMENDED COURSES

FLBFLY TITUSVILLE HIGH 1850 S WASHINGTON AVENUE TITUSVILLE,FL 32780-0000 PH: 305 269 3561
SH LINE ID: AD
CONTACT NAME: MIKE NEAL TITLE: COUNSELOR PHONE: 305-632-9414

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
LANGUAGE ARTS	11	SEM	FALL	85	MUST HAVE 4 FULL CREDITS BEFORE 11TH GRADE.
PHYSICAL ED	11	SEM	FALL	85	TEAM SPORT
SCIENCE	11	SEM	FALL	85	LIFE SCIENCE
MATHEMATICS	11	SEM	SPR	86	ADVANCED
FINE ARTS	11	SEM	SPR	86	

SECONDARY CREDIT ACCRUAL

GRADE 10

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ART	ART	AC			A	.5	SEM	FALL	84	CALVERT HIGH	
INDUSTRIAL ARTS	WOODWORKING	AC			C	2.0	SEM	FALL	84	CALVERT HIGH	
LANGUAGE ARTS	LITERATURE	AC	80%	72			SEM	FALL	84	CALVERT HIGH	
MATH	ALG II	AC			D	1	SEM	FALL	84	CALVERT HIGH	
SCIENCE	BIOLOGY	AC			B-	1	SEM	FALL	84	CALVERT HIGH	
SOCIAL STUDIES	AM. HISTORY	AC			B+	1	SEM	FALL	84	CALVERT HIGH	

CALVERT HIGH 3332 MONTGOMERY HUNTSVILLE TX 77340-0000

SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL CITY STATE YEAR OF GRADUATION

76706498 GGK

****EDUCATION RECORD CONTINUED NEXT PAGE****

Transfer Record Form (Educational) - page 3

0000008

PPCMFX / PR CMXF 00006

DATE
09/09/85

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE
3 OF 3

STUDENT ID
76706498 GGK

VANDER, GEORGE

EDUCATIONAL SKILLS

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

INPUT AREA
REPORT WHEN MASTERED

CODE	SUBTOPIC OR SKILL		DATE	SH	CODE	DATE
03401A	NAME OF A SIZE (AREA) RELATION (SMALL-LARGE/SMALLER-LARGER/ SMALLEST-LARGEST)	IDENTIFIES OBJECTS HAVING A SPECIFIED SIZE RELATION	06/21/84	AB		

MATH SKILLS UNDER STUDY

SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	CODE
46801	A SIMPLE GEOMETRIC SHAPE	IDENTIFIES A FORMULA FOR COMPUTING THE PERIMETER OF THE SHAPE	AB	

READING SKILLS UNDER STUDY

SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL	SH	CODE	INSTR. LEVEL
02001	IDENTIFIES (1) SHAPES, (2) COLORS, (3) OBJECTS, (4) LETTERS.	09	AB		
52002	REARRANGES RELATED WORDS TO MAKE A SENTENCE.	09	AB		

ORAL LANGUAGE SKILLS UNDER STUDY

SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH	CODE	LANGUAGE
560	ENGL	CONJUNCTIONS	AB		

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME		CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
E.S.O.L.	*	1	01/20/84	06/07/84			AA
BILINGUAL	*	2	06/11/84	08/01/84			AB
TUTORIAL SECONDARY	*	5	04/01/85				AD
READING		12	02/12/84	05/15/84			AA
NUTRITION	*	26	05/23/85				AE

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
ENGLISH	02/22/84		AA
SPANISH		12/15/84	AC

SPECIAL TALENT

DATE	NAME	SH
02/22/84	SINGING	AA
02/22/84	WRITING MUSIC	AA

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - ARITHMETIC	00102	S	1	123	R	10/08/84		AC
CTBS - READING	00101	3	M	108,-123,+100	C	02/15/85		AC

SPECIAL EDUCATION CONTACT DATA

CONTACT:
CALVERT HIGH SCHOOL
SR CLASS COUNSELOR
1212 NORTH 2ND
HUNTSVILLE
TX 77340-0000
PH: 512-152-1498 (04/23/85)

76706498 GGK

APPENDIX C - Transfer Record Form (Health)

```
0000003                                                                          PRCMFX / PR CIYF   00001
  DATE                                                                    PAGE     STUDENT ID
 08/16/85        M I G R A N T   S T U D E N T   H E A L T H   R E C O R D          1 OF  2  76706498 GGK

                                               LEGAL PARENTS                HOME BASE
BIRTH DATA       PLACE OF BIRTH
                                               VANDER, MARTIN               117 W PINE STREET
SEX = M          SITE    : EWING HOSPITAL      VANDER, MARY                 APOPKA
DOB = 07/16/68   ADDRESS:                                                   FL    32703-0000
VER = [illegible]  CITY    : HOUSTON
AGE = 17         ST/ZIP  : TX                  CURRENT PARENTS              CURRENT RESIDENCE
                 COUNTY  : HOUSTON
RACE = 5         COUNTRY:                                                   BOX112A
                                                                            LAS PIEDRAS
                                                                            PR    00671-0000

RECENT HEALTH PROVIDERS                                                     CURRENT SCHOOL

ID: FLBGKY  DATE: 07/09/85  ID: GADMZH  DATE: 05/04/85  ID: TXCCTZ  DATE: 02/15/85  ID: PRCMXF  ENRL: 08/14/85

UMATILLA HIGH              ROSSVILLE HIGH           CALVERT HIGH            RAMON POWER Y GIRALT 10-12
TROWELL AVENUE             MIGRANT STAFF            3332 MONTGOMERY         CALLE JOSE T PINERO
UMATILLA                   BYRAN STREET             HUNTSVILLE              DE LAS PIEDRAS
FL    32784-0000           ROSSVILLE                TX    77340-0000        PR    00671-0000
PH:  904-669-3131          GA    30741-0000                                 PH:  809-733-2561

                                                                            MIGRANT STATUS:  1

UNRESOLVED HEALTH PROBLEM LIST

 ICD    CONDITION                              PROB |   EARLIEST INCIDENCE     |    LATEST INCIDENCE
 GROUP                                         FREQ | PROV    ENC #     DATE   |  PROV    ENC #     DATE
        CHRONIC

 300    NEUROTIC DISORDERS                        1 |                          |  TXCCTZ  1AA       02/15/85

        ACUTE

 034    STREP THROAT/SCARLET FEV                  1 |                          |  FLBFMR  2A        05/25/84
 000    UNSPECIFIED HEALTH PROB                   1 |                          |  TXCCTZ  000001    09/11/84

PATIENT HISTORY

 V12    PERSONAL HISTORY OF CERTAIN OTHER DISEASES
   10/21/84  ENC - 1AA      - REPORTED BY TXCCTZ
             ICD - V12.01   - MEASLES
             OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
             ICD - V12.03   - MUMPS
             OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

 V14    PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
   10/21/84  ENC - 1AA      - REPORTED BY TXCCTZ
             ICD - V14.0    - PERSONAL HISTORY OF ALLERGY TO PENICILLIN
             CPT - 90751    - PREVENTIVE HEALTH CARE,12-17
             OUTCOME        - UNDETERMINED - ALLERGIC TO PENICILLIN
             OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

 V17    FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
   05/04/85  ENC - 1A       - REPORTED BY GADMZH
             ICD - V17.7    - FAMILY HISTORY OF ARTHRITIS
             OUTCOME        - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

SCREENING DATA AND LABS

 V78    SPECIAL SCREENING FOR DISORDERS OF BLOOD AND BLOOD-FORMING
        ORGANS
 * 03/15/84  ENC - 1        - REPORTED BY FLBFMR
             ICD - V78.0    - SCREENING FOR IRON DEFICIENCY ANEMIA
             CPT - 85014    - HEMATOCRIT
             OUTCOME        - NORMAL
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VANDER, GEORGE

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Transfer Record Form (Health) - page 2

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0000004                                                                    FPCMFX / PR CMXF  00002
 DATE                                                                   PAGE     STUDENT ID
08/16/85           M I G R A N T   S T U D E N T   H E A L T H   R E C O R D      2 OF  2  76706498 GGK

IMMUNIZATION DATA

  V04    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
         CERTAIN VIRAL DISEASES

                ICO - V04.01  - POLIO ORAL
  * 02/12/81  ENC - 1        - REPORTED BY FLBFMR          ON 03/15/84
  * 04/12/81  ENC - 1        - REPORTED BY FLBFMR          ON 03/15/84
  * 03/18/82  ENC - 1        - REPORTED BY FLBFMR          ON 03/15/84

  V06    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
         COMBINATIONS OF DISEASES

                ICD - V06.4   - NEED FOR PROPHYLACTIC VACCINATION WITH MEASLES-MUMPS-RUBELLA
                                (MMR) VACCINE
  * 08/15/81  ENC - 1        - REPORTED BY FLBFMR          ON 03/15/84

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

  UNRESOLVED CHRONIC

  300    NEUROTIC DISORDERS
     02/15/85  ENC - 1AA      - REPORTED BY TXCCTZ            EH-LINKAGE - 005
               ICD - 300.1    - HYSTERIA
               CPT - 90751    - PREVENTIVE HEALTH CARE,12-17
               OUTCOME        - ABNORMAL

  UNRESOLVED ACUTE

  000    UNSPECIFIED HEALTH PROBLEM
     09/11/84  ENC - 000001   - REPORTED BY TXCCTZ            EH-LINKAGE - 099
               ICD - 000      - UNSPECIFIED HEALTH PROBLEM
               CPT - 90753    - PREVENTIVE HEALTH CARE, 1-4
               OUTCOME        - UNDETERMINED

  034    STREPTOCOCCAL SORE THROAT AND SCARLET FEVER
     05/25/84  ENC - 2A       - REPORTED BY FLBFMR            EH-LINKAGE - 001
               ICD - 034.0    - STREPTOCOCCAL SORE THROAT
               CPT - 87060    - NOSE/THROAT CULTURE,BACTERIA
               OUTCOME        - ABNORMAL - FOLLOW UP VISIT IN 2 WKS

  RESOLVED

  280    IRON DEFICIENCY ANEMIAS
     04/28/85  ENC - 11AB     - REPORTED BY GADMZH            EH-LINKAGE - 004               **RESOLVED**
               ICD - 280      - IRON DEFICIENCY ANEMIAS
               CPT - 85014    - HEMATOCRIT
               OUTCOME        - NORMAL

  *  06/25/85  ENC - 1A       - REPORTED BY FLBSKY            EH-LINKAGE - 004
               ICD - 280      - IRON DEFICIENCY ANEMIAS
               CPT - 85014    - HEMATOCRIT
               OUTCOME        - ABNORMAL - FOLLOW UP IN 2 WKS

     07/09/85  ENC - 3B       - REPORTED BY FLBGKY            EH-LINKAGE - 004               **RESOLVED**
               ICD - 280      - IRON DEFICIENCY ANEMIAS
               CPT - 85014    - HEMATOCRIT
               OUTCOME        - NORMAL

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS
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APPENDIX D

SECONDARY COMMITTEE

SUMMARY OF ACCOMPLISHMENTS

1980	Planning for National Policy Workshop begins
1981	National Policy Workshop for secondary migrant students was held in Seattle, Washington. The MSRTS Committee was charged with the task of creating a Secondary Educational Section in the MSRTS Record.
1982	Pre-enrollment of secondary migrant students is coordinated by the IMSSP and TMIP Programs. The pre-enrollment format would serve as a prototype for the computerized MSRTS Secondary Educational Record.
1983	The Secondary Educational Record became functional in the MSRTS System. Also, graduation requirements for Texas public high schools were coded into the MSRTS Educational Record.
1984	School histories for status 1, 2, 4, and 5 secondary migrant students were updated by public schools. Grades and course titles were coded into computer. Consolidation of courses and partial grades begins.

APPENDIX E

Section 143: The Migrant Education Interstate and Intrastate Coordination Program Program Year 1985-86

ARKANSAS - DISNET; Dwight Jones, coordinator; Howard County Board of Education, Nashville, AR 71852.

CALIFORNIA - Interstate Migrant Secondary Team Project (IMSTP); Susan C. Morse, coordinator; 3375 Camino del Rio, Suite 385, San Diego, CA 92108.

Western Stream Program Improvement Project; Mary Lee Six, coordinator; State Department of Education, 721 Capitol Mall, 3rd Floor, Sacramento, CA 95814.

FLORIDA - Migrant Dropout Youth Project; Gloria Mattera, coordinator; BOCES Geneseo Migrant Center, Holcomb Building, 210, Geneseo, NY 14454.

INDIANA - Migrant Parent Resource Center; Jane Oberby, coordinator; Department of Education, Room 229, State House, Indianapolis, IN 46204.

KANSAS - PRIME - Pre-School Readiness Migrant Education; Cherla J. Heaton, coordinator; State Department of Education, 120 East 10th Street, Topeka, KS 66612.

MINNESOTA - Interstate Action Plan for Eliminating Barriers Which Inhibit the Provision of Effective Services to Migrant Handicapped Students; Barbara McCaffery, coordinator; Capitol Square, 500 Cedar Street, St. Paul, MN 55101.

MISSISSIPPI - National Materials and Resource Center; Brenda Pounds, coordinator; PO Box 220, Gulfport, MS 39501.

NEW YORK - CHOICE - Challenging Options in Career Education; Margaret Taylor, coordinator; SUNY at New Paltz, PO Box 250, New Paltz, NY 12561.

Computer Assisted Program in Reading/Math (CAPR/CAPM); Patricia Sherman, coordinator; SUNY at Cortland, B-105 Van Hoesen Hall, Cortland, NY 13045.

ESCAPE - Eastern Stream Child Abuse Prevention and Education; Oscar Larson, IV, coordinator; Cornell University, Ithaca, NY 14853.

Migrant Educators' National Training Outreach (MENTOR); William O. Davis, coordinator; SUNY at Potsdam, 112 Satterlee Hall, Potsdam, NY 13676.

Migrant Evaluation national Pilot Study; Fred Johnson, coordinator; SUNY at Oneonta, Bugbee School, Room 310, Oneonta, NY 13820.

Step Beyond; Barbara Wyman, coordinator; SUNY at Cortland, B-105 Van Hoesen, Cortland, NY 13045.

OREGON - Oregon Special Education Project; Jose Garcia, coordinator; State Department of Education, 700 Pringle Parkway SE, Salem, OR 97310.

PENNSYLVANIA - CARE - Community of Awareness and Resources Efforts; Lynne Berry, coordinator; 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

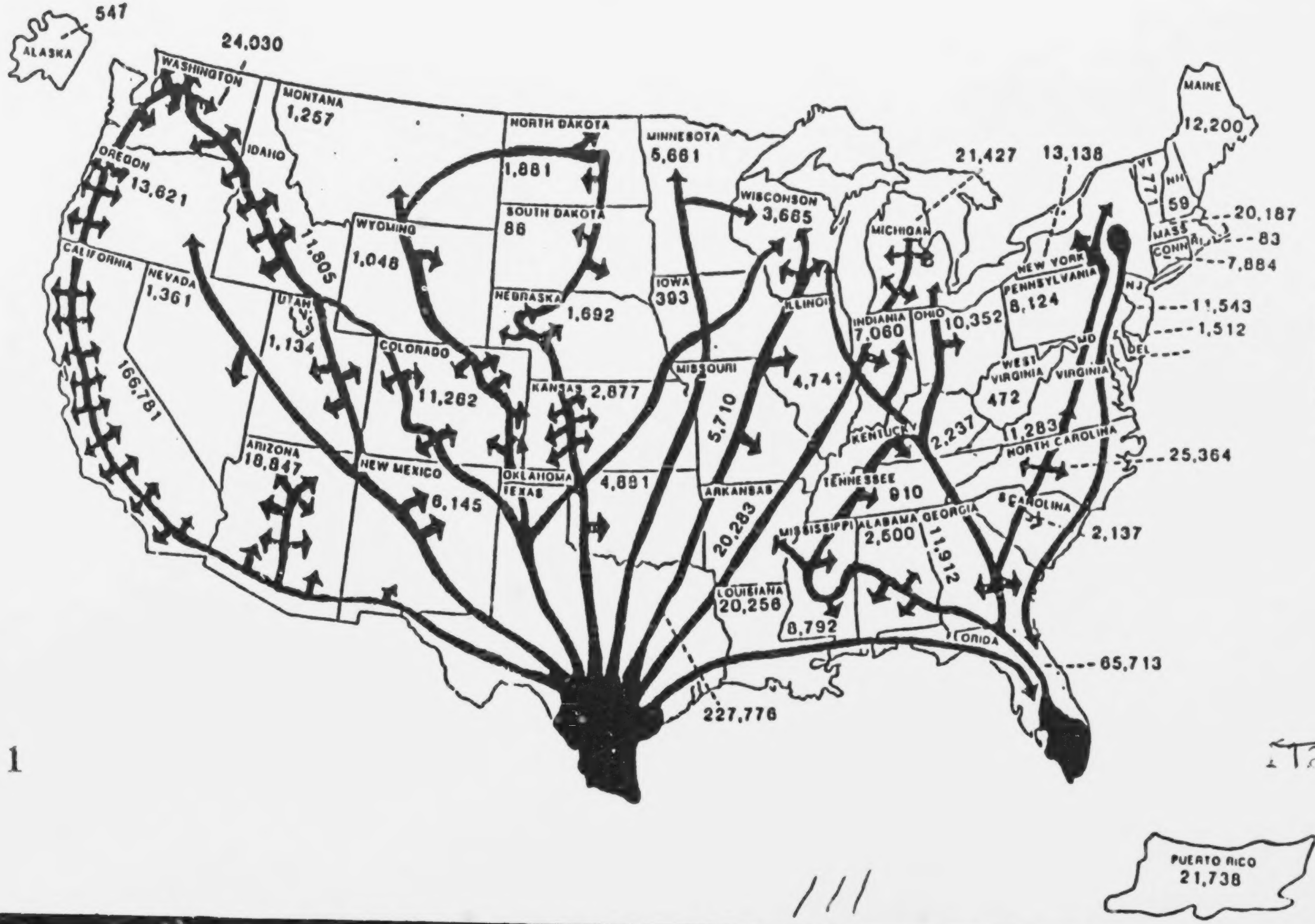
HAPPIER - Health Awareness Patterns Preventing Illness and Encouraging Responsibility; Julia Cortes, coordinator; 333 market Street, 8th Floor, Harrisburg, PA 17126-0333.

MERLIN - Migrant Education Resource List Information Network; Eugene Madeira, coordinator; 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

Mister Rogers Neighborhood - "Migrant Children Are Special"; Lynne Berry, coordinator; 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

TEACH - Teaching Environmental Awareness to the Children of Harvest; Julia Cortes, coordinator; 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

NATIONAL MIGRATORY PATTERNS 1981


547
ALASKA
24,030
WASHINGTON
MONTANA
1,257
NORTH DAKOTA
1,881
MINNESOTA
5,661
MAINE
12,200
21,427
13,138
OREGON
13,621
IDAHO
11,805
WYOMING
1,048
SOUTH DAKOTA
86
WISCONSON
3,665
MICHIGAN
VT
771
NH
59
20,187
MASS
RI
83
CONN
7,884
NEW YORK
PENNSYLVANIA
8,124
NJ
11,543
1,512
MD
DEL
CALIFORNIA
NEVADA
1,361
UTAH
1,134
NEBRASKA
1,692
IOWA
393
ILLINOIS
INDIANA
7,060
OHIO
10,352
COLORADO
11,262
KANSAS
2,877
MISSOURI
4,741
WEST VIRGINIA
472
VIRGINIA
166,781
5,710
KENTUCKY
2,237
1,283
NORTH CAROLINA
25,364
ARIZONA
18,847
NEW MEXICO
6,145
OKLAHOMA
TEXAS
4,881
ARKANSAS
TENNESSEE
910
S CAROLINA
2,137
20,283
MISSISSIPPI
ALABAMA
2,500
GEORGIA
11,912
LOUISIANA
20,256
8,792
FLORIDA
65,713
227,776
PUERTO RICO
21,738

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Appendix G
Sources of information

Agricultural Research Services
U.S. Department of Agriculture
500 12th Street, S.W.
Washington, DC 20250

Bilingual Education and Minority
Languages Affairs Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Reporters Building - Room 421
Washington, DC 20202

Environmental Protection Agency
Research and Development Office
401 M Street, S.W.
Washington, DC 20024

Fair Chance, Inc.
2340 Elvira Street
Tucson, AZ 85700

Farmworker Programs Office
Rural Employment Programs
Employment and Training
U.S. Department of labor
601 D Street, N.W.
Washington, DC 20202

Interstate Migrant
Education Council
1860 Lincoln Street
Suite 300
Denver, CO 80295

Literacy Volunteers of
America, Inc.
404 Oak Street
Syracuse, NY 13203

Migrant Helath Program Office
Bureau of Community
Health Services
Health Services Administration
Rockville, MD 20857

Association of Farmworker
Opportunity Programs
410 Seventh Street, S.E.
Washington, DC 20003

Compensatory Education Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
ROB-3, Room 3616
Mail Stop 3321
Washington, DC 20202

ERIC Clearinghouse on Rural
Education and Small Schools
Box 30001
Department 3Ap
Las Cruces, NM 88003

Farmers Home Administration
U.S. Department of Agriculture
14th and Independence Ave., S.W.
Washington, DC 20250

HEP/CAMP Association
California State
University/Fresno
Maple and Shaw Avenue
Freson, CA 93740

Intercultural Development
Research Association
5835 Callaghan Road
Suite 350
San Antonio, TX 78228

Lawyers' Committee for Civil
Rights Under law
733 15th Street, N.W.
Suite 520
Washington, DC 20005

Migrant Branch, Administration
for Children, Youth
and Families
Office of Human development
Services
PO Box 1182
Washinton, DC 20013

Migrant Legal Action Program
806 15th Street, N.W.
Suite 600
Washington, DC 20005

Migrant Student Record
Transfer System
State of Arkansas Department
of Education
Division of Federal Programs
Arch Ford Education Building
Little Rock, AR 72201-1021

National Child Labor Committee
1501 Broadway - Room 1111
New York, NY 10036

National Farmworker Ministry
111-A Fairmount Avenue
Oakland, CA 94611

National Rural Center
1200 18th Street, N.W.
Suite 610
Washington, DC 20036

Operation Concern, Inc.
PO Box 2149
West Palm Beach, FL 33402

Reading Is Fundamental, Inc.
600 Maryland Avenue, S.W.
Suite 500
Washington, DC 20560

Rural Development Policy Office
U.S. Department of Agriculture
500 12th Street, S.W.
Washington, DC 20250

School Programs Division
Food and Nutrition Service
U.S. Department of Agriculture
201 14th Street, S.W.
Washington, DC 20250

Volunteers in Service to America
National Association of State
Directors of Migrant Education
Migrant Education Unit
State Department of Education
550 Cedar Street
St. Paul, MN 55101

National Council of La Raza
1725 Eye Street, N.W.
Room 210
Washington, DC 20006

National Marine Fisheries
Service
U.S. Department of Commerce
3300 Whitehaven Street, N.W.
Washington, DC 20007

National Urban League
500 East 62nd Street
New York, NY 10021

Personnel Preparations,
Special Education
U.S. Department of Education
Donohoe Building - Room 4030
400 Sixth Street, S.W.
Washington, DC 20202

Rural America, Inc.
1346 Connecticut Avenue, N.W.
5th Floor
Washington, DC 20036

Rural Education Association
Office for Rural Education
300 Education Building
Colorado State University
Fort Collins, CO 80523

Small Community and
Rural Development
Office of Rural Development
Policy
U.S. Department of Agriculture
500 12th Street, S.W.
Washington, DC 20250

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ABOUT THE AUTHOR

Currently a professor of education at the State University of New York and director of the BOCES Geneseo Migrant Center, Gloria Mattera earned her Bachelor's and Master's degrees from the State University of New York at Brockport and her Doctor of Education degree from the Pennsylvania State University.

She has served on the advisory board of Literacy Volunteers of America, ERIC/CRESS, the National Committee on the Education of Migrant Children, Farmworker Legal Services of New York, Inc., the Executive Committee of the National Rural Education Association, and the New York State Department of Labor's Minimum Wage Advisory Committee and Balance of State Planning Council.

Her awards include a Human Rights Award from the NAACP at its Honors Ball in 1971 and Phi Delta Kappa Leadership Awards in 1981 and 1985.

Dr. Mattera has served as consultant to many states on migrant education, and has conducted workshops for the states of Florida, Alabama, Virginia, Tennessee, and Nebraska. She is the author of many papers, testimonies, articles, and book chapters on migrant education. In addition she is the senior writer of Educating Migrant Children, and co-author with Eric M. Steel of the 1974 ERIC/CRESS publication Exemplary Programs for Migrant Children.